Innovative Application of Short Video in Dance Teaching in "Internet +" Era

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ABSTRACT

The "Internet +" era has a direct and profound impact on education and teaching. The platform for information exchange built by the Internet offers a new carrier for teaching. In recent years, the popularization of short videos in teaching has brought about a new revolution in teaching. Also, it is necessary to study the phenomenon of short video teaching in "Internet +" era. Taking dance teaching as an example, this work discussed the positive role of short dance videos such as Tik Tok and Kwai in dance teaching, and hoped to further explore the innovative application path of short dance videos in dance teaching. Dance teaching can be better guided and new learning experience can be brought to dance learners. These also bring a lot of teaching convenience for dance teachers, and further promote the spread of dance culture and the development of dance industry.

Keywords: *"Internet +"; Short video; Dance teaching; Innovative application*

1. INTRODUCTION

In 2019, the Ministry of Education issued "the guidance on strengthening the construction and application of network learning space". It clearly points out that the construction goal of green and safe real-name system application space for all teachers and school-age students must be realized by 2022, which also points out the development direction for education information reform. Interpreting this sentence, it is not difficult to see that the informatization of education will be the general direction of education development in the future [1]. Emerging types of teaching, such as online education, short video teaching, distance learning, etc., will become the norm in classroom teaching. As a kind of art teaching, dance teaching will also conform to the trend of educational information reform and realize the creation of a new pattern of information education. At present, the exploration of dance information education has also set off a short video dance learning upsurge, which is worthy of attention and consideration [2]. Apart from paying attention to the application of short video in dance teaching, it is necessary to think about the beneficial enlightenment of short video in dance teaching. Thematic research offers the basis for the standardized development of short dance video teaching, thus truly achieving more ideal dance teaching expectations.

2. THE "BIRTH" OF DANCE SHORT VIDEO TEACHING

In 2020, the state Internet information office of the People's Republic of China issued "the 45th statistical report on the development of Internet in China". Based on the data, the number of online video users in China has reached 850 million as of March 2020, an increase of 126 million over 2018, accounting for 94.1% of the total number of Internet users. In particular, the scale and duration of short video users have been greatly improved. Short video has become an indispensable information, culture and entertainment platform in people's daily life since the outbreak of the epidemic. After the short video has become a popular trend, there is an interesting phenomenon. Some young teachers made short videos of dancing and related professional technical skills, basic skills and quality training, uploaded them to video software or platforms such as Tik Tok, Kwai and bilibili, and assigned related homework to students. At first, it was only a helpless action of teachers, but later it led to the imitation of various social training institutions, and formed a new way of dance teaching. This teaching form is characterized by short time, fast speed, wide spread, low threshold, various forms of expression, not limited by time and space. This short video training method is very suitable for students with high independent ability to learn. With the public recognition of dance short video teaching, it is also "intensified". Taking Tik Tok short video platform as an example, the fans of short video producers in dance teaching are also very impressive. Table 1 lists the number of major web celebrity dance creators and fans in Tik Tok. It can be seen that different types of dance teaching have been promoted with the help of the short video platform. Under the guidance of popular idols, dance teaching has really embarked on the development path of short video [3].

Table 1. Major dance creators, production content and number of fans in Tik Tok

Tik Tok account	Production content	Number of fans
One minute in Wulin	Dance segment teaching (classical, modern, popular)	4.54 million
Street dance teaching BBOY Rao Xiang	Hip hop teaching	0.83 million
A Hong	Fitness square dance teaching	0.47 million
Basic skills of phoenix dance	Dance basic skills teaching	0.41 million
Hip hop room dance studio	Dance basic skills teaching	0.24million
Chinese dance teacher Dong	Dance basic skills teaching	0.19 million
Nine brother	Dance basic skills teaching	0.10 million

## 3. RESEARCH ON THE USE OF SHORT DANCE VIDEOS

In order to better understand the use of dance short videos in teaching, 352 questionnaires were sent out to dance practitioners or dance lovers through the Internet, and 352 valid questionnaires were collected. Among them, there were 115 questionnaires for dance practitioners, including dance teachers and dancers, 88 questionnaires for dance students, 147 questionnaires for dance lovers, and 2 questionnaires for gym exercise instructors. With regard to the types of short video APPs, Tik Tok and Meipai occupy the majority. About 79% of the respondents download and use Tik Tok, and about 63% of the respondents use Meipai. Tik Tok is currently the most popular platform for short videos, and Meipai is a gathering place for dance practitioners or dance lovers. The users of other short video platforms account for 30%-50% of the total number respectively, and the specific distribution is shown in Table 2.

Table 2. Short video APPs downloaded from the mobile phones of dance personnel

Options	Subtotal	Percentage
Tik Tok	278	78.98%
Kwai	170	48.30%
Volcano	124	35.23%
Weishi	186	52.84%
Meipai	221	62.78%
IQIYI, Youku, Tencent and other traditional videos	110	31.52%
Others	3	0.85%
Number of valid applicants: 352		

With regard to the frequency of watching dance videos on

these platforms (see Fig. 1), only 25 people said that they never use short video platforms to watch dance (i.e., 92.9% of the respondents use short video platforms to watch dance to varying degrees). Among them, about 42.3% of the respondents use the platform to browse the content of dance when they are watching short videos for entertainment and relaxation. 39.2% of the respondents would especially open the short video APP to watch dance content, and 11.4% of the respondents not only often use the short video to watch dance content, but also have special accounts to upload dance related videos from time to time.
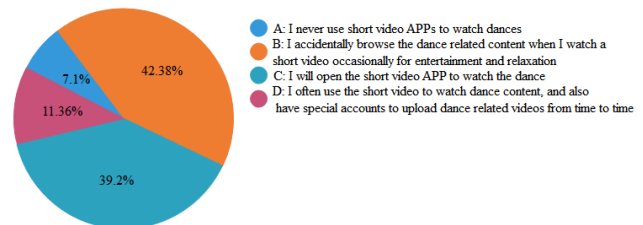
Figure 1. Dance related personnel watch the dance with APP

Based on the survey of dance learning channels of dance related personnel (see Table 3), short video platform and sharing network resources account for nearly 60% respectively. It can be seen that the Internet era has promoted the communication of dance art, and the free short dance video is the main contributor to the Internet dance learning. These studies are enough to see that dance short video has become a common tool for people's dance learning and daily dance teaching.

Table 3. Investigation of dance learning channels of dance related personnel

Options	Subtotal	Percentage
A: Dance training courses (including teacher training courses)	160	45.45%
B: Free video on video APP	201	57.10%
C: Purchase of CD for professional dance courses	73	20.74%
D: Original and self-edited dance works	129	36.65%
E: Share network resources with colleagues and friends	211	60.23%
Others	2	0.57%
Number of valid applicants: 352		

4. THE POSITIVE ROLE OF SHORT VIDEO IN DANCE TEACHING

4.1. Bring about a successful reversal of classroom teaching

Flipped classroom is simply the flipping between students

and teachers. In the traditional classroom, teachers give lectures and students listen, while flipped classroom emphasizes the interaction between teachers and students. In dance teaching, the existence of dance teaching short video makes the implementation of flipped classroom smoother, improves students' autonomous learning ability, enables students to preview effectively, and students can also actively enter the classroom teaching. Teachers can also combine theory with practice according to students' own situation, so that students have a strong interest in theoretical knowledge. For example, when they learn the rotation training of dance, teachers always give students demonstration and let students imitate in the traditional teaching [4]. The introduction of short video reduces the teacher's demonstration, and also avoids the interference of teacher's demonstration on students' thinking. Before teaching, teachers can let students watch short dance video to have a preliminary understanding of rotation training. Then, students can learn independently based on the explanation of video. After learning for a period, on-site teaching is carried out to achieve the purpose of classroom reversal, which highlights the subject value of students.

4.2. Deepening students' understanding of dance culture

In the performance of dance, vision will bring different feelings to the audience. Dance can only bring enough visual shock to people to achieve the effect of charm. Therefore, students' understanding of dance culture must be in place in the learning of dance. The education of students' dance culture is mainly repeated practice and thinking, and short video play a positive role. For example, when they learn a dance performance in the dance, the teacher gives the students some on-the-spot guidance, and then makes the students practice frequently. When the action is basically in place, the students can perform it as a whole. This process can be recorded in the form of short video, so that students can repeatedly compare and guess, and they know the shortcomings and highlights of their performance. In addition, students can also post their learning experience on Tik Tok and other relevant short video platforms to let more people know about dance. This attempt is a positive action for students to understand dance culture and spread dance culture.

4.3. Enhancing teaching effectiveness with diversified learning methods

In the traditional dance teaching, the teacher is the main body of the teaching classroom, and the students only passively study the dance. The classroom was once serious and tense, and as time passed, the students have a certain psychological resistance to the dance learning. However, the use of dance short video has changed this point. Students get a certain degree of relaxation when they learn the basic skills, which helps to speed up the students'

understanding and mastery of action technology. Short video makes dance teaching diverse and stimulates students' learning enthusiasm. For example, turning over is not only a basic skill, but also a key and difficult point in dance teaching. In the dance turn over training, some students can't grasp the skills well, and thereby they are inevitably in a state of tension. Teachers can ask these students to learn through short videos, and they can communicate with the teacher in time to find out the problems and effectively relieve the anxiety after watching the videos.

5. INSPIRATION OF SHORT VIDEO ON OPTIMIZING MICRO-COURSE DESIGN

The rise of short teaching video is an instructive educational phenomenon, which has an important enlightening effect on the optimization design of conventional micro-course. The following will be discussed from three aspects: content design, form of expression and creative mode with everyone's participation [5].

5.1. Content design

5.1.1. Identifying the learning subject and responding to the needs of learners

It is clear that students are the main body of micro-course learning, and the concept of "learner-centered" micro-course design and creation should be firmly established. From the perspective of students, it is necessary to do a good job of investigation on learning situation, thus having an in-depth understanding of what students need and want to learn, rather than what they can do and what they want to do. Before the development of micro-course, the investigation should be done well and the development plan should be made. In the process of micro-course teaching, it should constantly understand what puzzles learners will encounter, what they are interested in, and what they want to extend their learning.

5.1.2. Adding an entertaining ingredient

One of the reasons why teaching short videos are popular with the masses is that when they study on the short video platform, they will "brush" other entertainment videos from time to time, which inadvertently gives learners the opportunity to relax. It is also found in the micro-course teaching that the relaxed and humorous micro-course is more popular. It makes learning easy and fun, and learners can't feel the pressure of learning. Of course, not every micro lesson maker can integrate humor into micro lesson, and not all micro lesson contents are suitable for humor.

5.1.3. Enhancing interactive design

It is necessary for teachers and students to interact in the process of teaching. Interaction is an important way for teachers and students to exchange ideas. Teachers should allow and encourage students to interact in order to adjust teaching methods. Short videos make full use of this by setting up "thumb up" and "comment". Therefore, learners can express their attitude towards this content through "thumb up", and put forward their doubts and content they want to learn further through "comment". Creators can adjust the production direction of follow-up short videos by integrating this interactive information. This enlightens us that we should also pay attention to interaction in conventional micro-course teaching [6]. When we distribute micro class to students, we should choose the network teaching platform with interactive function to provide opportunities for teacher-student interaction and student interaction. When issuing micro-course to students, network teaching platforms with interactive functions should be selected to provide opportunities for teacher-student interaction and student-student interaction. Teachers can also fully understand the lack of students in the interaction, thus designing, developing and improving micro-course resources from the perspective of learners.

5.2. Form of expression

5.2.1. Simplifying instructional design

Conventional micro-course emphasizes the integrity of teaching structure, which often includes introduction, explanation of key and difficult points, questioning and thinking, practice evaluation, summary, etc. The purpose of introduction is to attract learners, or to help learners understand the content. The common methods of introduction are scene introduction, review introduction, story introduction, etc. If the content itself is very attractive to learners, or learners themselves have a strong desire to learn, the introduction at the beginning and the transition in the middle can be omitted. If the content of micro-course is exactly what students want to learn, it can be designed for a shorter introduction and transition to make the teaching process more compact.

5.2.2. Selecting appropriate forms

Micro-course focuses on content explanation, and yet micro-course production of different disciplines needs to choose different micro-course forms to help learners better understand knowledge. Therefore, it should pay attention to technology as well as content quality. Vivid forms of expression and beautiful pictures are the key to retain learners in many works. Simply listing the words is incompatible in the era of "flooding" of teaching resources.

5.2.3. Distinguishing different scenes

The micro-course used in the formal classroom scene is relatively independent, and cooperate with each other. It pays attention to the coherence, structure and systematicness of learning. Its overall structure is complete (i.e., it has the functions of introduction, explanation of key and difficult points, question thinking, practice evaluation, summary, etc.). The non-classroom situation is the scene where learners use their spare time for fragmented learning, such as waiting for a bus or queuing. The micro-course used in these scenes should be further refined and dismantled, and the knowledge points with larger granularity should be explained to ensure that the knowledge points can be explained clearly in the shortest time [7]. The introduction link should be straight to the theme, so that learners can learn the theme content of micro-course in the shortest time.

5.3. Creative mode with everyone's participation

Contemporary classroom teaching advocates the learning style of "autonomy, cooperation and exploration", and requires students to take the initiative in learning. Teachers use flipped classroom to let students learn independently before class, and carry out practical training, guidance, internalization and communication in class, thus improving students' participation in learning. The traditional way is for teachers to design and make micro-courses and students to watch them. This kind of step-by-step traditional micro-course production method can't meet the needs of rapid iteration. It should learn from the creative mode of everyone participation and agile development in short video. For example, large knowledge points can be subdivided into several small knowledge points. Students are required to share their learning experience in the form of mini-lessons or short videos in the micro-course given by the independent learning teacher, so that their peers can learn from each other. Every learner participates in the creation of micro-course resources in varying degrees, forming a mode of mass creation and agile development in which everyone participates.

6. CONCLUSION

As a new media carrier, short video plays an active role in education and teaching. With regard to the upsurge of short video, it is necessary to make scientific use of short video in education and teaching, so that short video can better serve teaching. The introduction of short video in dance teaching brings flipping classroom and highlights the value of students. Also, it enriches the teaching form, increases the interest of teaching, and makes students more active in dance learning. The short video dance teaching also provides the corresponding enlightenment for the micro-course teaching design, which deserves our attention. It should make use of short video scientifically and give

full play to its teaching advantages. In this way, the diversity of dance teaching forms, the richness of dance teaching content and the active participation of dance learning subjects can be realized. This is also the innovative achievement of dance teaching in the "Internet +" era, and a positive attempt in dance teaching reform.

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