



The application of Peking Opera in Chinese culture teaching in foreign countries

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Abstract. Peking opera is one of the national essence of China, an important part of traditional Chinese culture, and has very important cultural value. The drama has realized the construction of its own art system in inheritance and innovation, and realized the continuous continuity and influence of artistic life in the times, the regional leapfrog, the cultural group leapfrog, and the continuous expansion of the influence. How to integrate Peking Opera into a Chinese language class is an important topic in Chinese teaching. This article will explain the characteristics of Peking Opera, the role of Peking Opera in cultural teaching, and the application of Peking Opera in foreign language teaching.

Keywords: Peking Opera, Chinese teaching, Chinese class

1 Introduction

Peking opera has its unique standardized artistic expression in terms of literature, performance, music, stage and other aspects. The roles of Peking Opera are divided into four major lines of Sheng, Dan, Jing, and Chou. The vocals are mainly xipi and Erhuang. The accompaniment is divided into two categories: literary and martial arts. The performance programs are music, spoken parts of a Chinese opera, performance and acrobatics.

2 Features of Peking Opera

2.1 Virtuality

Peking opera is different from the dramas introduced in the West. It does not have a fixed environment, time and space are free and flexible. All background conditions are expressed through virtual methods[1]. After the actor appears, he will explain the background in a "sing" or "read" manner. The audience enters the time and space in the play through their imagination. For example, in the Peking Opera Jade Bracelet, the heroine

uses a series of virtual performances to complete the actions, such as feeding chickens, needle-piercing a needle and picker. Including the transfer of places upstairs and downstairs, opening doors and closing doors, it also needs to rely on virtual performance to express.

This highly concise, freehand virtual technique is the biggest feature of Peking Opera.

2.2 Programming

Chinese art is a combination of reality and reality, and virtual performances must be based on certain specifications. This specification is a form of performance, that is, a form of formation formed by life as a prototype and art processing. For example, the performance of the door and closing, although only the action of one switch, the location of the switch is specified[2].

In Chinese opera, each type of character or acting has its own characteristics. These characteristics are fixed after the development and evolution. Each type of character can only be performed in a fixed specification and cannot exceed these specifications, otherwise it is nondescript and unsatisfactory. Essence It is generally believed that there are five major lines of Peking Opera, namely, raw, dan, Jing, the end, and ugliness. There are many roles subdivided by the five major lines. The programming of Chinese opera characters can be seen from the characteristics of their own characters.

The board, song, and gongs and drums in the singing, the charm and tone in the white, the body, hand, pedestrian, frame, various sets of martial arts, so that the feelings of anger, sorrow, laughter, etc. Forms are all stylized performances. Programming performance does not mean a fixed performance mode and a rigid performance technique. It means that the actor's performance must follow a certain law. Only by grasping these performance rules, coupled with their own figures and understanding of opera characters, can the performance be achieved to reach the performance to Only in the realm can we move the audience.

The program of Peking Opera is both a strict program and a virtual program. Virtual is the method of creating artistic conception. The program is a rhythm that creates charm.

2.3 Comprehensive

Peking opera contains a variety of art forms, literature, music, dance, art, martial arts, acrobatics and other artistic expression forms. These forms are combined into an organic whole in Peking Opera. The most reflected characteristics of Chinese opera are the four artistic methods of singing, chanting, doing, and playing in opera performances[3].

"Music" refers to singing skills, which is an indispensable way for each scene. The advantage of "singing" is that it can most direct and obviously express the emotional and psychological changes in the audience.

"Spoken parts of a Chinese opera " is the whiteness. It uses an artistic perspective to transform the language in life, and becomes the rhythm of life to become bright and full of music.

"Performance" refers to workmanship, that is, various forms of action during actors. These actions are also different from the behavior in life. It is also artificially processed, showing the beauty of dancing art. For example, in the performance of the Peking Opera.

"Acrobatoes", the state of Yang Yuhuan was drunk after being drunk by the actors through "lower waist", "lying fish", "drunk step", "fan dance" and other high -difficult movements. Seeing the image of Yang Yuhuan, who was charming, delicate but dignified after being drunk.

3 The role of Peking Opera in the Chinese language class

There are rich and unique performance arts in Peking Opera, which can be visually presented in Chinese classrooms. It can also allow teachers and students to participate in appreciation and learning opera performances. This can not only enrich the teaching methods, but also improve learners' participation and learning interests. These are icing on the icing on the icing on the teaching efficiency of improving Chinese aspects. In addition, the application of Chinese opera in foreign Chinese teaching helps to enrich the content of Chinese culture teaching, so that learners can fully understand Chinese language and culture, and it is also conducive to Chinese culture to go abroad and go to the world.

3.1 It is conducive to active classroom atmosphere

In the process of teaching, teachers create a good classroom atmosphere is very important for students to master knowledge. A relaxed and pleasant classroom learning atmosphere can affect students in many aspects of students' learning. For example, a good classroom atmosphere can improve students' interest in learning, enhance memory, and also increase the enthusiasm of students' learning. These are conducive to students to master new knowledge elements. To introduce Peking Opera into the Chinese language teaching classroom, teachers can adjust the classroom atmosphere through the interesting storyline, beautiful music, and unique performance forms in Peking Opera, attract students' attention, enhance students' learning effects, and improve the efficiency of classroom learning.

3.2 It is conducive to improving students' interest

"Interest" is a very important influencing factor for students to learn. Many practices have proved that students have high acceptance of things full of interest, fast learning, and low learning efficiency for those who are not interested, and are more difficult to learn. However, in the process of language learning, most of the cases are boring, especially in terms of learning voice, tone, grammar, etc. Repeated mechanical exercises

will lead to the weakening of enthusiasm for learning and the decline in learning effects. Therefore, how to increase the interest of foreign students to learn Chinese is a question worth exploring. The characteristics of Peking opera teaching just meet this requirement. The introduction of Peking Opera has a significant effect on improving the interest and persistence of students' learning language.

3.3 It is conducive to improving the language level of learners

There are rich idioms in Peking Opera. Because these vocabulary contains rich historical allusions, if these words are not traced back to the roots, they will inevitably lead to insufficient understanding and cause obstacles in communication. Peking opera contains rich and commonly used words. These words are related to Chinese Peking Opera and often used in the process of communication. It is difficult to really grasp the meaning of these words, let alone use it flexibly.

3.4 It is conducive to spreading and promoting Chinese culture

It is undoubted that cultural teaching in promoting foreign students to understand Chinese culture more deeply. For example, most foreigners did not understand why Chinese people love dragons very much, because Western dragons are the symbol of evil. Due to the in-depth analysis of Chinese dragon culture in foreign Chinese classrooms, foreign students can understand why the Chinese worship the dragon totem.

From the current situation, not all cultures can introduce to foreign students. For example, when mentioning Chinese culture to foreign students, most foreigners know more or less cultural elements such as tea, calligraphy, and Tai Chi. However, in this survey on Chinese opera, we found that most foreign students know very little about Chinese opera, which has nothing to do with the lack of cultural teaching.

4 The application of Peking Opera in the language class

4.1 The language lessons: mainly language and skills

The teaching goals of language lessons are mainly to allow foreign students to master the language knowledge of related voice, vocabulary, grammar, Chinese characters, etc., that is, the teaching of language lessons is the teaching of language elements. Therefore, when teaching the language class with Peking Opera as a cultural element, we must focus on the pronunciation of the key words and phrases, expand the cultural vocabulary of student opera, and the main grammar in the explanation sentences. In the teaching of language lessons, the auxiliary role of active classrooms, alleviating boring, and deepening understanding.

4.2 The cultural class: mainly cultural appreciation

The teaching goal of cultural courses is to allow students to deeply understand the connotation of a cultural connotation, understand the cultural significance behind language and form, and let students participate in experience this culture. Therefore, in the teaching of cultural courses in Peking Opera, we must focus on cultural knowledge, cultural understanding, and cultural participation. Do not have to be too entangled with words and grammatical structures. In the Beijing opera culture class, we must first create a cultural atmosphere of Peking Opera, such as preparing facilities such as Peking Opera clothing, props, makeup, etc., so that students will be integrated into the cultural atmosphere of Peking Opera as soon as possible. Secondly, it is necessary to carefully introduce the Chinese cultural characteristics of Peking Opera performances and characters, so that students can seize the differences between Peking opera culture and other cultures. Finally, schools can hold some performance activities or Peking Opera competitions to improve students' enthusiasm for learning Peking Opera.

5 conclusion

Peking Opera teaching belongs to the category of cultural teaching, and the theory of cultural linguistics exactly demonstrates the necessity of its teaching. In the teaching of Chinese as a foreign language, cultural teaching and language teaching are also inseparable, mutually promoting and mutually influencing. The teaching of Chinese culture can also broaden the scope of language teaching, provide rich materials and diverse forms for language teaching, improve learners' interest and efficiency in language learning, and provide long-term motivation for learners whose native language is not Chinese.

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