



PROCEEDINGS

The 5th National and International Research Conference 2022 NIRC V 2022

*“Universities for Local Development Based
on Sustainable Development Goals”*



QR Code รายงานการประชุมระดับชาติ
(QR Code for National Proceedings)

QR Code รายงานการประชุมระดับนานาชาติ
(QR Code for International Proceedings)



14 February 2022

Buriram Rajabhat University

(Online & Onsite)

ISBN (e-book) : 978-974-692-444-3

CONTENTS

	Page
Science and Technology (Oral Presentation)	1
A Career Path in The Regional Universities of Turkey for Sustainable Development : Lessons Learned İlhan Çağırğan	2
Life Cycle of <i>Papilio demoleus malayanus</i> Wallace, 1865 on Host Plant of Family Rutaceae in Minsu Environs in Kyaukse Township Khin Myat Kyu	3
Genetic Diversity of the Genus <i>Thunbergia</i> Using ISSR and SRAP Markers Natpakun Ampun Pheravut Wongsawad	11
Utilization of Yeast-Fermented Broken Rice as Native Chicken Feed Narumon Somkuna	20
Health Sciences (Oral Presentation)	21
Effect of Opaque Porcelain Firing Temperature and Holding Time upon Interfacial Fracture Toughness of Milling Metal-Ceramic Alloys Nuttida Rengpattanakij Niwut Juntavee	22
The Effect of Different Sintering Times and Temperatures on the Translucency of Monolithic Zirconia Chutikarn Jaralpong Niwut Juntavee	34
Effects of Walking Combined with Arms and Legs Weight Loading Exercise on Physical Performance in Elderly Women Wareerat kokittipong Pruchaya Chumvangvapee Piyawat Luesopha Cherdasak Kaewkamada Widsarut Sekaew Kittikoon Boonkate	46
Effects of High-intensity Interval Training on Obesity: A Mini Review Minjun Liang Yang Song Yaodong Gu	55
Pathological Effects on Biomechanical Function and Strategy Adjustments during Gait Termination: A Systematic Review Yuhuan He Xuanzhen Cen	62



CONTENTS *(Continued)*

	Page
Humanities and Social Sciences (Oral Presentation)	73
Conservation and Ecotourism : Case Study of Don Island, Myeik Archipelago, Myanmar Saw Pyone Naing Khin Ohnmar Htwe	74
The Study of Murals Illustrating the Sutta Nipāta Found in the Ancient Temples of Pakokku Region Tin Lin Phyo	75
Overviewing the Organizational Culture of Historical Masterpiece in Bagan Lwin Zar Naing Win	88
A Study of Motivation and Attitudes towards English Language Learning by Hmong EFL learners Natcha Charoenthongmankhong Apichai Rungruang	105
A Study of the Buddha Image made of Bamboo-Strips at the Shwe San Daw Pagoda in Pyay Pon Pon	106
The Moral Study of Some Myanmar Poems in Myanmar Literature Daw Pyae Mya Mya Min Theik Me Me Aung	113
Research on Jingdezhen Ceramic Industry Tourism under the Background of National Strategy Cai Lingling	124
Expectations of Young Professionals on Community Engagements Towards Sustainable Development Goals : an Exploration Ma. Jesusa Ridor-Unciano	133
Education (Oral Presentation)	148
Sustaining Quality Education in the New Normal Through Constructivism and Constructive Alignment Mario P. Obrero	149
Elevating Global Partnerships in Higher Education during the Covid 19 Pandemic : The Juxtaposition of SDGs 14 and 17 R. Michael Smith	152

CONTENTS *(Continued)*

	Page
Multilingualism and Its Impact in North-East India Irom Gambhir Singh	153
Attitudes towards Multilingualism at Secondary Schools in Bangladesh Sree Bidhan Chakraborty Himadri Sekhar Roy	154
Student Centred learning in the 21 st Century Willy A Renandya	155
The Role of Youngers for Global Sustainable Governance : The Implication for Higher Education Innovation Ted Yu-Chung Liu	156
The Role of Vocational Training in Myanmar Ni Ni Oo	157
A Synthesis Study of Writing Approaches Employed in the Researches on Teaching Writing Sittisak Pongpuehee Nawamin Prachanant Saowarot Ruangpaisan	167
Effectiveness of Using an Outcome-based Approach to Design Contents of an In-service Training Program for Training secondary school English Teachers in Laos Lakaisone Saiyachit	176
The Effects of Using Padlet Application (PA) to Enhance Writing Ability of English-Majored Students at Savannakhet Teacher Training College, Lao PDR Phouangphet Sounthalavong Khonesak Keomaneevong	177
Learning Achievement and Satisfaction by Using Collaborative Learning in Information System Analysis Course Passakorn Chumpoonta	178
Improving Grade 3 Students' Vocabulary Knowledge through Communicative Activities Thidarat Klachiew Saowarot Ruangpaisan Nawamin Prachanant	188
Administration Psychology Model of University in Thailand Nipa Pongvirut	200

CONTENTS (Continued)

	Page
Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions at Chaiyaphum Rajabhut University Ratchakorn Praseeratesung	201
A Synthesis Study of Assessing Learners' Pragmatic Competence Jansuda Boontree Nawamin Prachanant Saowarot Ruangpaisan	212
Study Abroad Opportunities and Intercultural Competencies of University Students in Myanmar Ni Ni Hlaing	223
A Need Analysis of Blended Learning to Enhance Chemistry Specialization Students' Metacognitive Skills and Attitudes Mya Thet Mon	225
University Students' Self-Efficacy, Attitudes, and Intentions toward Chemistry : Myanmar Context Mya Thet Mon	226
An Analysis of Illocutionary Acts in the Short Story <i>A Small Sacrifice for an Enormous Happiness</i> by Jai Chakrabarti Khin Hsu Thwe	227
The General Attitude of Students and Teachers towards Effectiveness of Using Short Stories in EFL Classrooms of Myanmar Mary Akkarapon Nuemaihom Kampeeraphab Intanoo	236
Benefits of Dramatic Play for Enhancing University Students' Understanding of Poetry Mary Akkarapon Nuemaihom Kampeeraphab Intanoo	237
Gender and Language Use in Myanmar Context Soe Moe Thu Wilai Phiwma	238
The Effect of Classroom Interaction on Developing the Learner's Speaking Skill : Myanmar Context Soe Moe Thu Wilai Phiwma	250
A Synthesis Study of literary Texts to Enhance EFL Students' Critical Reading Skills Siraprapha Ratanaruamkarn Surachai Piyanukool Akkarapon Nuemaihom	251

CONTENTS *(Continued)*

	Page
Building Students' Global Competency in English Language Classrooms at Undergraduate Level in Myanmar Yee Mon Cho Akkarapon Nuemaihom Kampeeraphab Intanoo	263
Implementation of Teaching Practices with Respect to the Integration of Global Citizenship : ELT Context Yee Mon Cho Akkarapon Nuemaihom Kampeeraphab Intanoo	264
ICT Skills and Challenges Faced by High School Teachers of Inle Lake Located in the Nyaungshwe Township of Shan State in Myanmar May Theint Thu	265
The 21 st Century Learning Needs of University Students: Teachers' Perception May Thein Thu	266
University Students' Perceptions on 21 st Century Learning Skills: Myanmar Context Khine Zin Thant Jasmine Kong-Yan Tang	267
Uses and Limitations of Questionnaires in Social Science Research Khine Zin Thant Jasmine Kong-Yan Tang	268
Foreign Language Anxiety and Test Anxiety of University Students : Myanmar Context Su Mon Aung	269
Foreign Language Classroom Anxiety and Reading Anxiety of EFL Students in Myanmar Su Mon Aung	270
An Error Analysis of Thai into English Translation of Second-Year English Majors Somyong Som-In kampeeaphab Intanoo Akkarapon Nuemaihom	271
Beliefs of University Teachers: Personal Skills of Teacher Leaders Zarni Mar Peng Qingyue Chang Woojin	282
Student Perception on Traditional English Language Testing in a Myanmar Context Aye Aye Mar	283
Teachers' Perceptions on the Effectiveness of Group Work and Pair Work towards CLT in ELT Classrooms Ohnmar Win Yee Mon Cho Nawamin Prachanant Saowarot Ruangpaisan	284

CONTENTS (Continued)

	Page
Professional Development Needs of Myanmar University Teachers of English Kyaw Sein	285
Culture Learning in Myanmar EFL Context Kyaw Sein	286
Assessment Practice of English Language Teachers in Myanmar Zarni Mar	287
Confucian Conception of Critical Thinking in Teaching English as a Foreign Language in Myanmar Soe Darli Wai	288
Challenges in Academic Research Experienced by Postgraduate Students in Myanmar Higher Education Context Soe Darli Wai	289
Effects of Virtual Classrooms on English Language Skills and Learning Aspects : Review of Recent Cases under COVID-19 Pandemic Yuttachak Lamjuanjit Nawamin Prachanant Chukiat Jarat	303
Quality Enhancement of Master's Supervision in Chemistry Specialization at Selected Universities in Myanmar Thinn Myat Nwe Tika Ram Pokharel	317
Successful Studying in Doctoral Education of Myanmar : Botany Specialization Nwe Nwe Hninn	318
The Effects of Captioned Videos on Vocabulary Learning : A Meta-analysis Aung Myo Hein	319
Teaching Professionals' Opinions and Views on Experiences of Attending Academic Conferences Than Than Win	320
Successful Leadership and Student Outcomes at Universities in Myanmar Khin Mar Mar	321
Study of Flipped Classroom Teaching Method together with Cyberspace Learning to Promote Chinese Contemporary Literature History Achievement of University Students Chang Yipeng Nitikorn Onyon Mesa Nuanstri	322

CONTENTS *(Continued)*

	Page
<p>The Effect of Learning Management Using Cooperative Learning together with Superstar Mobile Library Application to Enhance the Searching for Information Ability of University students Reviewer Regina Yuan Liangzhi Nitikorn Onyon Thitiporn Pichayakul</p>	333
<p>A Synthesis Study of Metacognitive Strategies Employed in the Researches on Teaching Reading Wiphaporn Dangsi Chookiat Jarat Nawamin Prachanant</p>	342
<p>The Effect of Aided-study Class Teaching Mode on Mathematics Achievement of Grade 4 Students in Primary Schools Zhang Ancheng Suwana Juithong Phithack Nilnopkoon</p>	356
<p>The Effect of Cooperative Learning Using STAD Technique on Mathematics Achievement of the Fourth Grade Students in Primary Schools Yang Pengfei Phithack Nilnopkoon Suwana Juithong</p>	363
<p>Effect of Learning Management by Using Davies Instructional Model on Ability of Automobile Engine Disassembly and Adjustment and Learning Achievement of Students in Jiangsu Electronic Information Vocational College Yin Yao Phithack Nilnopkoon Suwana Juithong</p>	370
<p>A Study of Dalcroze Music Teaching Method on Music Class to Promote Musical Literacy of Primary School Students Zhaoyi Phithack Nilnopkoon Kanreutai Klangphahol</p>	380
<p>Study of Case Study Method through Microteaching Method to Enhance Teaching Practice Skills of Students Majoring in Chinese Language and Literature Xiao Qianlin Sombat Kotchasit Angkana Karanyathikul</p>	387
<p>Effect of Learning Management Using Problem-Based Learning together with the Mobile Phone Application on Students' Learning Achievement and the Ability of Landscape Design of College Students Huangfu Zhounan Sombat Kotchasit Kanreutai Klangphahol</p>	396
<p>The Effect of BOPPPS Teaching Method on Learning Achievement and Dance Performance of University Students Zhu Fengling Sombat Kotchasit Wang Tiansong</p>	403

CONTENTS *(Continued)*

	Page
Effect of Problem-Based learning (PBL) on Music Teaching Scheme Design and Teaching Practice of Music Normal Students Feifei Guo Premjit Kajonpai Larsen Rekha Arunwong	411
International Practicum: What Students Gain and Are Challenged Bao Kham	420
Study of Problem-Based Learning Together with Questioning Technique to Promote Choreography Ability of Dance Students Wang Di Premjit Kajonpai Larsen Rekha Arunwong	421
Study of Problem-Based Learning Approach for Enhancing Learning Achievement and Students' Satisfaction Among the First Year Students on Fundamentals of Information Technology Course, Zhoukou Normal University Li Xiaofeng Lerlak Othakanon Danucha Saleewong	430
Study of State and Problems on Learning Management and Propose Guidelines on Ideological and Political Education Courses in Xinzhou Teachers University Dou Jiayu Lerlak Othakanon Wassaporn Jirojpan	439
Ambiguity Found in Advertisements Tin Moe Yi	455
Practicing Home Visit Program for School Resilience and School Effectiveness Amid the Covid-19 Pandemic Crisis : A case study of a primary school in Central Lombok, Indonesia. Zobi Mazhabi Yoyok Amirudin	466
Factors Influencing the Effectiveness of Quality Sub-District School Administration in Nakhonchaiburin Provinces Piyapat Klumgen Narumon Sakpakornkan Supatra Rukkarnsil	467
A Collocational Error Analysis in English Narrative Essay Written by English Major Students Thanakorn Kamolwet Chookiat Jarat Nawamin Prachanant	479
Educational Strategies Aimed to Improving Student Nurse's Medication Calculation Skills : A Systemic Review Nongnuch Homniam Siripinya Trakunram	489

CONTENTS *(Continued)*

	Page
On the Improvement Strategies of University Leaders' Literacy in Coping with Public Opinion Pressure Chen Jianping Kraphan Sri Ngan	501
Deepening the Integration of Production and Education to Boost Regional Economic Development Explore New Modes of School-enterprise Cooperation Jiang Renfeng Kraphan Sri Ngan	502
Exploring Student Engagement with Corpus Feedback on English Writing Nguyen Vu Quynh Nhu Nguyen Hoang Hanh An	503
Personal Narratives : A Pedagogical Intervention in Writing Christian Cudiamat Gandeza Ma. Jesusa Ridor-Unciano	516
Personal Growth Development of Students' Literary Appreciation Wendell A. Lived Ma. Jesusa Ridor-Unciano	528
Reviewers	542
Commentators	548
Editorial Board	551

Study of Problem-Based Learning Together with Questioning Technique to Promote Choreography Ability of Dance Students

Wang Di¹ Premjit Kajonpai Larsen² Rekha Arunwong³

¹M.Ed. Student, Curriculum and Instruction Program, Valaya Alongkorn Rajabhat University, Thailand
420200275@qq.com

^{2,3}Curriculum and Instruction Program, Valaya Alongkorn Rajabhat University under the Royal Patronage, Thailand
premjit. ka@vru.ac.th
rekha@vru.ac.th

Abstract

The purposes of this research were 1) to compare the dance design ability of students before and after Problem-Based Learning (PBL) together with questioning techniques. 2) Compare the dance design ability of students after PBL together with questioning techniques with 70% evaluation criteria. In this study, juniors majoring in dance choreography in Music College of Langfang Normal University were selected as the research. There were 50 students in two classes learning this course, and 20 students from one class were randomly selected. Research tools include pre-test, post-test and performance tests. The t-test for dependent and t-test for one sample were used for statistical analysis. The results showed that the dance design ability of these samples were effectively improved after the PBL teaching method. They were significantly higher than the pre-test and for the dance design ability and the post-test scores, and higher than the criterion of 70% at the .05 level.

Keywords : Choreography Ability (Dance Design Ability), PBL, Questioning Technique

1. Introduction

Problem Based Learning (PBL) is a teaching method where students are presented with real world open-ended questions. The students are at the center of this method. Questioning technique is a method where students are given open-ended questions. The rationale for these two methods is that it was felt that they would keep students interested and they would learn more. Choreography is currently for students of dance professional colleges. It is an essential course, because its applicability and practicability are very strong. In today's society, there is an increasing demand for innovative talents, as well as in the field of art. People's spiritual needs are increasing. More and more competitions and performances require original works, so talent training of choreographers has also occupied a certain position in various universities and colleges. For professional college choreography major when students enter school, they have great

creative enthusiasm and thirst for knowledge, so traditional teaching methods are suitable for them. When teachers demonstrate in class and give assignment requirements directly, students will actively complete them. They have high requirements for themselves in their heart consciousness, so the completion of the course content is very good and the efficiency is very high. But in normal colleges, this kind of teaching method is not applicable. Because in normal colleges and universities, choreography is only a compulsory course of dance major, students will complete the goal when they complete the daily course content. They don't have high standards for themselves, or visions of the future. Students don't see the development prospects of this major and only care about whether they can graduate successfully, instead of thinking about the practicality of this course for the future (Bai, 2014).

In addition, learning this major requires rich professional knowledge and practical experience. That is to say, before learning dance they need to master a lot of professional knowledge about dance, such as dance styles and knowledge of common ethnic groups, as well as the intangible cultural heritage and a lot of practical creative experience. Due to the insufficient knowledge reserve of students, they easily lose interest in creation, so teachers have to lower teaching standards and requirements according to the knowledge reserve of students. Therefore, the practical creation of students will also be affected. If the amount of creation is insufficient, the accumulated experience will be insufficient, and the creation process of students will be difficult. Therefore, many students choose to give up the in-depth study of this course (Chen, 2021). The questions for this course can be summarized as follows: There is insufficient reserve of other auxiliary professional knowledge. In addition, students' enthusiasm is not strong in the process of practice. Also, students do not have an in-depth understanding of the application prospect of this major.

On the development direction of choreography, choreography is an undergraduate major in colleges and universities, which belongs to music and dance. Choreography aims to cultivate interdisciplinary and innovative talents for those who have the knowledge and ability of dance. Choreographers are capable of editing, teaching and research of dance and dance drama in literary and art units, cultural centers, primary and secondary schools, publishing, radio and film departments, and lay a foundation for further study.

Choreography graduates should acquire the following knowledge and abilities: Master the basic theory and knowledge of choreography. Master the analytical methods and techniques of choreography. Have the basic ability of a choreographer. Understand the theoretical frontier, application prospect and development trend of choreography and master the basic methods of dance literature retrieval and data query, with preliminary scientific research and practical work ability

PBL teaching method of problem oriented teaching method, is based on the real world of student-centered education mode, is under the guidance of the teacher, "take the student as the center, on the basis of the problem", by adopting the form of group discussion, students explore problems independently collect data, to find and solve problems, to cultivate students' autonomous learning ability and the innovation of teaching mode. In contrast to traditional subject-based teaching methods, PBL emphasizes active learning by students rather than teaching by teachers (Zhang, et al. 2009).

Study of Problem-based Learning and questioning technique method consists of 6 steps. They are: 1) Design questions and ask questions. 2) Analyze the problem and experiment. 3) Drive and control progress. 4) Demonstration of test results. 5) Evaluation. 6) Reflection and summary. Teachers' questioning is an effective way to learn the related knowledge of choreography. Through the guidance of professional knowledge of dance design and purposeful questions, students are encouraged to explore and develop dance design ability step by step. It is a very important aspect of classroom teaching and also an important part of classroom interaction of choreographers and directors.

There are all kinds of problems in student-centered classes. Questions that seek knowledge, promote understanding, and provoke reflection. Students can gradually improve their dance design ability by exploring and thinking about the problems and using the professional knowledge they have mastered in the early stage to carry out practical activities. The first two types of questions can be classified according to the level of information provided within the range of students' ability. However, the third kind of reflective questions can give us a new understanding of ourselves and how we learn, so that students can improve their dance design ability more effectively.

2. Research Objectives

This research consisted of two objectives:

2.1 To compare the students' dance design abilities before and after using PBL together with questioning techniques.

2.2 To compare the students' dance design abilities after using PBL together with questioning techniques with 70% standard.

3. Research Methodology

Samples

Population was 50 junior students majoring in choreography in Music College of Langfang Normal University. The sample was 20 students randomly selected.

Research instruments

Research instruments were lesson plans and dance design ability test.

1. Lesson plan :

1) The process of construction as follows:

Instructional Topic: Body deconstruction training

Step 1: According to PBL question teaching method, design questions and ask the students: the question is "have you felt every part of your body carefully and danced with it?" According to the teaching purpose, this question is put forward to arouse students' thinking and guide students to discover the infinite possibilities of the body. In the process of thinking, students unconsciously change their movements, which is the process of thinking in the gradual exploration.

Step 2: Analysis and experiment: Through the above questions, trigger students to think about their own dance movements, and gradually transform into body tests. First of all, divide the students into 5 groups, 10 people a group. Work together as a group. Each group chooses a body part and dance freely with this body part as the lead, using the timing of a piece of music as the background. Give students creative space, do not interfere, but let them give full play to their imagination. Combined with the teaching purpose, the teacher should clearly solve the body's diverse motor ability and students' active exploration consciousness, and then guide students to actively explore.

Step 3: Observe the progress and situation of each group, timely guide students and put forward suggestions to help students expand their thinking, not limited to thinking and imagination, but to use their bodies to really feel and try more development and change of actions. We can guide students when they are blocked by a problem and can't proceed with a later experiment. For example, if they choose to complete a series of movements with their feet as the dominant force, then we can ask them, in addition to trying to walk forward or backward, can we also try to walk left or right? Because there are a lot of directions, right? And our feet can go down or up; you can hit the ground, you can have a rhythm, you can rub against the ground and so on. So what does that tell us? According to the principle that space is multi-dimensional and three-dimensional, our feet can also make movements in different directions to ask questions to students. Give guidance and advice to students. Group members cooperate to explore and analyze the problems during the experiment and try more possibilities of dance movements.

Step 4: Display them one by one in five groups. This is the test phase of the experiment, each group of students show their experiment results, follow the music, show the dance first, and then the other four groups of students can guess which body part is the main part of the group to dance. Other groups interact and discuss during the observation.

Step 5: Students can evaluate the dances shown by other groups. Say what you like and what you suggest. The teacher helps the students to objectively analyze the cause of the problem. According to the teaching purpose, guide the students to find the key and difficult points of the problem. For example, the limitation of our thinking in the process of creation can lead to the limitation of movement, so that we cannot create more possibilities for the body itself.

Step 6: In the process of the experiment, guide students to find problems, take the initiative to explore problems, cooperate to analyze problems, solve problems together, and finally reflect on the problems in the experiment. Self-reflection: Have students gain a new understanding of their own body structure by solving problems in practice? Did you discover more possibilities for dance moves? Sum up experience, in the next test to better complete.

- 2) Constructing lesson plan (6 lessons). The above example is one of the sections.
- 3) 3 Experts assessed the quality of lesson plan by using a 5-point rating scale.

2. Dance design ability test.

The process of construction as follows:

- 1) Studying the document related with dance design ability.
- 2) Constructing the component of the test which was the situation or problem and the indicators for assessment.
- 3) There were indicators for dance design and practical skills. Dance design indicators were material selection and conception of dance, structural conception of dance, application of dance, and embodiment of innovative thinking. Practical skills indicators were movement rhythm, technical completion, stage performance and overall completion.
- 4) The test was presented to experts for evaluation. The appropriateness, precision and accuracy were considered, also with suggestions.
- 5) Analyzing the quality of the test.

Data Collection

This research used one group pre-test and post-test design.

The processes of data collection were as follows:

- 1) The samples were given the pre-test by measuring dance design ability with constructed instruments.
- 2) The samples were taught by using lesson plans of problem -based on learning together with questioning techniques.
- 3) The samples were given the post-test by using the same pre- test.

Data Analysis

The data were analyzed by using the statistical program according to the research objectives.

- 1) Compare dance design ability before and after being taught by using problem-based learning together with questioning techniques by using t-test dependent sample.
- 2) Compare dance design ability with the 70% criteria by using t-test for one sample.

4. Research Results

1) The result of comparing mean score of dance design ability before and after being taught by using problem-based learning together with questioning technique.

Table 1 The result of comparing the mean scores of dance design ability before and after being taught by using problem-based learning and questioning technique.

Group	N	Pre-test scores		Post-test scores		t	P
		\bar{X}	S.D.	\bar{X}	S.D.		
Experimental Group	20	70.95	14.16	80.30	9.70	-7.06	.000

The mean scores of pretest of students dance design ability was $X=70.95$, $S.D =14.16$ and posttest of students' dance design ability was $X =80.30$, $S.D =9.7$. The results showed that after being taught by using problem-based learning together with questioning techniques, the post-test mean scores was higher than pre-test mean scores at .05 level of statistical significance ($t = -7.06$, $P <.05$) The results of comparing mean scores of post-test with criteria at 70 percent.

Table 2 The result of comparing the mean score of dance design ability after taught with the criteria 70 percent.

Group	N	Full score	Criteria score	\bar{X}	S.D.	T	p
Experimental group	20	100	70%	80.30	9.70	30.546	.000

The mean score of students' dance design ability after being taught by using problem-based learning together with questioning technique was $X =80.30$, $S.D =9.7$. The criteria score was 70 (Full score =100). Results showed that it was statistically higher than the criteria 70 percent at .05 level ($t=30.546$ $P <.05$)

5. Discussion

5.1 The students learned from the process of problem solving. From the scenario they did research and showed dance performance. They can improve practical skills and dance design skills. They master standardized technical movements. Completion of technical movement, they can do coordination learning. The teacher used appropriate questions in each step of learning.

The questions encouraged the students' thinking. They can integrate the content with dance design skills. The teacher used diverse questions in practice time. Every time the scenario was raised in class, the corresponding solutions of each group were different. Therefore, in the basic part of each class in the experimental group, many targeted exercises are increased which is due to the rapid movement of students' physical (Zhou, 2020).

5.2 After practice dance skills there are still many skills to be improved. The students do better at teaching evaluation, but also have students reflect, if not actively participate in class if they don't know what needs to be done to the classroom, teachers generally feedback this way of teaching classroom atmosphere. It is better, but also adds a new challenge to prepare lessons, course content is more abundant and initiative of students is stronger (Huang. & Xu. 2019).

5.3 The research results show that PBL together with questioning technique is feasible and effective in ordinary university teaching. PBL together with questioning technique can optimize dance class, change students' previous learning styles, improve students' learning ability, interest in sports learning and skill level of movement. It can improve students' interest in physical education and arouse students' enthusiasm. The application of PBL teaching mode in ordinary colleges and universities can improve the teaching efficiency, be conducive to the mastery of technical movements, and play a positive role in the students' learning of standard degree of movements, artistic expression, combination completion and combination arrangement ability. PBL teaching mode has rich teaching means and learning methods to meet the different needs of students, and students have high satisfaction with PBL teaching mode (Liu, 2020).

6. Conclusion and Recommendations

This study showed the post-test scores of dance design ability was higher than before using problem-based learning together with questioning techniques, and post-test also higher than 70 percent criteria. The students dance design ability after being taught by using problem-based learning together with questioning technique was higher than before at .05 level of statistical significance. It means that problem-based learning together with questioning techniques can enhance dance design ability of students majoring in choreography in Music College of Langfang Normal University.

As students learn to solve problems, they do research and demonstrate the ultimate practical results. Improve the ability of dance design through solving problems, exploring problems and practicing activities. The teacher asked the students appropriate guiding questions at each step of their learning. These questions stimulated the students' thinking. The results show that PBL together with questioning technique can optimize the class of choreography, change students' previous learning styles, and improve students' learning ability, learning interest and dance design ability. It can improve students' interest in choreography and arouse students' enthusiasm for

innovation. The application of PBL together with questioning technique method in ordinary colleges and universities can improve the teaching efficiency, be conducive to the mastery of professional technical ability, and play a positive role in students' learning skills of artistic expression, dance completion and choreography ability. PBL together with questioning technique method has rich teaching methods and learning methods, which can meet the different needs of students. They can combine content with dance design ability. The teacher used a variety of questions in the practice and proposed different questions in class each time, and the corresponding solutions of each group were different. Therefore, the experimental group added a lot of targeted exercises in the basic part of each class, and the practice results found that the dance design ability of the experimental group students was effectively improved.

The following are recommendations based on the research results: PBL together with questioning technique can be used in other practical skills courses. It is suggested to use this teaching method to stimulate students' learning initiative and interest. Teaching objectives should be clear, flexible, and scientifically formulated and planned. Students' participation in learning tasks are introduced in advance, so that students take the initiative to participate in learning activities and improve learning efficiency. After class must be summed up, timely reflection, and constantly improve the teaching effect. For teachers who will use PBL and questioning technique, carefully analyze the characteristics of the curriculum they teach, evaluate the effectiveness of using the methodology, and how to formulate teaching plans. According to the ability of students, need to master more scientific teaching methods and means are necessary, so as to directly or indirectly improve the teaching level of teachers. Through the leading-in process, analysis of problems, experimental research, sharing, display and evaluation summary, students can not only improve their learning efficiency and academic performance, but also actively participate in learning and develop good learning habits. Recommendations for further research: Due to the particularity of the course, choreographer teachers need to use PBL together with questioning technique in class for a long time, test experimental effects, make use of research data, and conduct more effective practical research in the future. There are still some deficiencies in the exploration of PBL together with questioning technique, which need to be continuously improved and innovative teaching methods should be tried. It is suggested to further study other dance-related courses to enrich the accumulation of relevant knowledge.

References

- Bai, D. (2014). *A Research into Optimizing the Provision of the Professional Basic Courses of Choreographer at Shenyang Sport University*. China.
- Chen, Y. (2021). *Research on training mode of choreographer and director in colleges and universities*. 1007-0125(2014)12-0181-02.China.

- Huang, X. & Xu, L (2019). Application and innovative thinking of PBL teaching method in elective course of Latin dance. *Education and Teaching Forum*, 408 (14), 185-186.
- Jiang Y. (2016). Effects of PBL Teaching Model in Sports Dance Teaching—Take. Guangxi University of Finance and Economics as an example. *Sports Boutique*, 35(010), 45-47.
- Liu, X. (2020). *PBL teaching mode in ordinary colleges and universities sports dance elective course in the application of the effect of research*. (Doctoral dissertation, Yangzhou University). China.
- Liu, Y. (2012). *Research on Developing Autonomous Learning Ability Based on Problem-Based Learning*. (Doctoral dissertation Shanxi Normal University). China.
- Xie, Y. (2018). The application of PBL teaching method in the teaching of dragon and lion dance in colleges and universities. *Bibliography*, 000 (05X), 70-70. China.
- Zhang, W. et al. (2009). *Research on PBL teaching in internal medicine to promote students' clinical thinking ability*. Hebei: North China Coal Medical College.