

# The New Exploration of PABC Mode: Practical Achievements, Practical Bases, and Practical Creations in Art Practice

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## **Abstract:**

All the colleges are committed to subject reform. And practical guidance is an important part of the reform. However, practical guidance has not been unable to get rid of the disadvantages of emphasizing knowledge over ability, theory over practice. The author proposes a new mode of practice, PABC. This mode contains three interrelated practical paradigms, including Practical Achievements, Practical Bases, and Practical Creations. Each paradigm embodies the characteristics of ideological, artistic, local and exemplary. To better explain this mode, The author lists some specific ways, such as the combination of stage and platform, on and off campus and scholar and graduate. This not only mobilizes the enthusiasm of graduate to learn effectively, but also improves the practical ability of graduate before entering the job, and also provides a certain reference value for other colleges to carry out practical guidance.

**Keywords:** PABC mode, Practical guidance, Art practice.

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## I. INTRODUCTION

*Several Opinions on the Further Strengthening of Undergraduate Teaching in Institutions of Higher Learning* issued by the Ministry of Education pointed out that universities should strengthen practical teaching vigorously and improve the practical ability of college students effectively. It also pointed that Practice teaching should be regarded as the key index of teaching evaluation [1]. *Several Opinions on Further Strengthening Practical Education in Colleges and Universities* also pointed out that practical education should be placed in an important position in talent training [2]. In view of this, all the universities attach great importance to the practical teaching link. In order to eliminate disadvantages of the traditional education such as emphasizing knowledge over ability, theory over practice. The Dance Department of Xinzhou Teachers University according to the overall school ideas, combining with their own professional characteristics and discipline construction needs created a new practical teaching mode---PABC, which helps art students have extensive cultural knowledge and profound theoretical knowledge, at the same time more exercise their innovative spirit and practical ability in order to build the foundation for cultivating qualified primary and secondary school teachers.

## II. ART PRACTICAL TEACHING PABC NEW MODE

Under the perspective of technical philosophy, theory and practice have isomorphic and heterogeneous relations. Isomorphism means that theory teaching comes from practice and practical teaching requires theory guidance; heterogeneity refers to the difference in teaching objectives, content and mode. Practical teaching is the extension and expansion of theoretical teaching, the test and feedback of theoretical teaching, and also the key link to cultivate students' innovative spirit and practical ability [3]. On the basis of the mutual promotion of theory and practical teaching, the Dance Department of Xinzhou Teachers University has condensed a PABC practical teaching paradigm. PA refers to the Practical Achievements, PB refers to the Practical Bases, and PC means Practical Creation. The PABC mode is the practical teaching mode of practical bases driving practical teaching, practical creations promoting teaching, practical achievements testing teaching.

### 2.1 Practical Bases Drive Practical Teaching

Before the 20th century, the function of universities was mainly to cultivate talent and scientific research. After the 20th century, the Land Grant Academy Act and the Wisconsin Project was implemented. Higher education gradually stepped out of the Ivory Tower. British educator Sir Eric Ashby spoke highly of the development of American higher education, arguing that the American contribution to higher education was the removal of the walls of the university campus [4]. From then on, higher education and social ties have become increasingly close, not confined to the ivory tower, but have entered the society and served the society [5].

The transformation of university function is the logical starting point and theoretical basis of practical teaching. For new local undergraduate universities, it is necessary to establish the idea of serving the local government and relying on local culture, and drive the practical teaching by social practical bases to realize the core demands of talent training [6]. Together with the local government, enterprises and institutions, the Dance Department has opened up a number of artistic practice and quality development bases for college students according to the goals of the practical curriculum and students' development demands. Art museums, schools, theaters, creative industrial parks and other districts and counties throughout Xinzhou area can become practice and exercise places which ensured that every student has a fixed practical platform. This on-school and off-school joint education mechanism can play a win-win role. First of all, the Practical Bases can enrich the teaching content through the profound local art and culture, and increase the depth and breadth of the practical teaching content. Students can also use holidays to go to the bases to carry out culture to the countryside, artistic performance, customs and other activities, so as to better experience life, feel the charm of national folk art, and realize the need of local culture to feedback practical teaching. On the other hand, serving the society is the bounden responsibility and responsibility of colleges and universities. Colleges and universities push the artistic achievements to the society through the practical bases, which embodies the concept of serving the local cultural industry in colleges and universities. Relying on the advantages of the tourism and cultural resources of Mount Wutai, a Buddhist holy land, the Dance Department took Mount Wutai as a key base of practical teaching, and participated in

the performance of the large-scale scene experience drama *See Mount Wutai again*, produced by the famous director Wang Chaoge. With the help of the tourism and cultural advantages of Mount Wutai, it has promoted the art practical teaching, and realized the "taking advantage of the situation and building momentum". On the one hand, the practical teaching level has been improved, and on the other hand, the popularity of the department has also been improved.

The poverty alleviation internship and volunteer teaching activity are another innovative activity for Xinzhou Teachers University to serve the local basic education, build a new countryside and train qualified teachers. It has been affirmed by the leaders of the Ministry of Education fully and praised by other universities widely. Dance Department took this opportunity to incorporate these teaching bases into the framework of the practical bases, and formulated practical training programs to train students' ethics ability and basic teaching skills. Through a semester-long teaching practice, the normal university students understand the teaching rules of basic education and the characteristics of the primary and secondary students. They improve their teaching level, and set up the belief of being rooted in basic education.

## 2.2 Practical Creations Promote Practical Teaching

It is the basic task of current universities to strengthen practical teaching and cultivate innovative, compound and applied talents in line with the characteristics of the times [7]. The particularity of art major determines that its practice is more complex and more meaningful than that of other majors. It is not only the expansion and extension of classroom teaching, but also an important way to improve teaching quality, test teaching effect and cultivate all-round developed artistic talents.

Art creation mainly refers to the activity process of students transforming artistic thoughts and artistic content into artistic works and artistic texts through their unique dance art language. Such creation activities must be integrated into the students' own emotion, conception, the experience of life and feeling and pursuit of beauty, which contains the art appreciation and art criticism.

Art drill means that students perform their own artistic achievements on the art stage. This drill can enable students to have a new understanding and experience of the artistic image they have created. Students can find the problems existing in the process of artistic creation and adjust their artistic concept in time through artistic performance.

In the process of practical teaching, teachers should provide opportunities and platforms for students as far as possible to exercise their practical ability of creation and compilation drill. After several years of teaching practice, the Dance Department student has created a number of practical teaching achievements with professional characteristics, such as: *Big Film*, *Men and Women on the Yellow River*, *Nanjing Soul*, *Gate*, *Awakening*, etc. This innovative practice of writing, directing and performing has improved their ability to analyze and solve problems significantly.

### 2.3 Practical Achievements Test Practical Teaching

One minute on the stage, ten years of work under the stage, the students' practical achievements are hard-won. The practical results are displayed in front of other teachers and students through the form of art tour and art exchange, which expand the influence and popularity of the creation practitioners, encourage them to have pride, and stimulate their enthusiasm and initiative in learning. From the psychological point of view, once the students have a successful experience, it will produce a successful confidence and motivation, which can encourage the students to gradually enter the more and bigger "success circle" [8]. This circle will allow students to gain self-support, walk wider and wider on the art road, and then drive other students to study hard, forming a good atmosphere of catching up with learning.

Every year, the Dance Department holds Individual Skills Competition, Class Group Dance Competition, Graduation Creation and Performance, Morning and Evening-Performance, Dance Choreographer Teaching Display and other activities. It also takes an active part in various competitions held by the Ministry of Education, the Ministry of Culture and the provinces and cities. The works of teachers and students have won the first prize of national Drama, first prize of dance competition in five provinces of North China, etc. Participating in these large-scale competitions is a valuable experience and wealth for students, which broadens their horizons, exercises their psychological quality, enriches their experience of dance performance. Teachers could make clear of students' potential and expertise, improves the artistic quality and initiative of teachers' work.

In the PABC practical teaching mode, the Practical Bases are the condition and the platform, the Practical Creations are the students' practice process experience, and the Practical Achievements are the teaching results. The three are finally unified to the practical teaching goal through the students' practical activities, forming a closed loop. The path is shown in Fig.1:

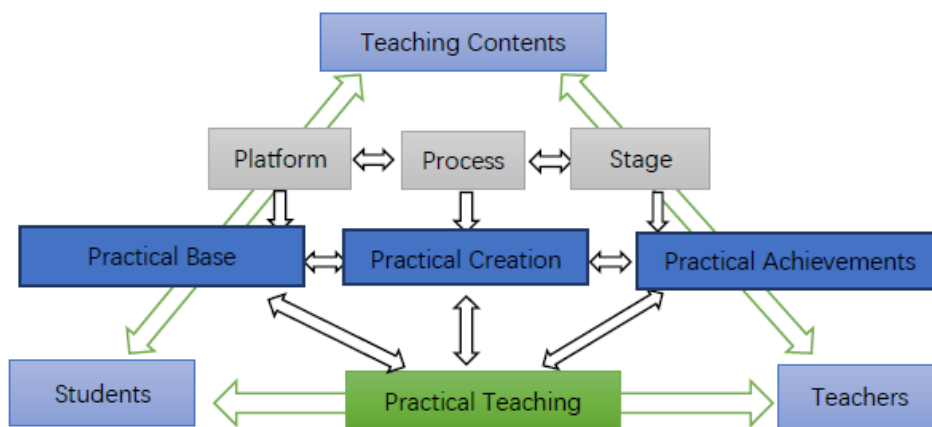


Figure 1. PABC Mode

### III. NEW CHARACTERISTICS OF PABC MODE

#### 3.1 The PABC Practical Mode Focuses on the Combination of Ideology and Artistry

In the PABC practical mode, the artistic practice and teaching activities of teachers and students are the embodiment of their value pursuit.

First of all, the content of practical teaching reflects the ideological nature. Dance is a special artistic activity that conveys information and emotion through morphological movements [9]. Teachers in practical teaching will deliberately choose some special theme and content which rooted in the soil of traditional culture, corresponded to the patriotism and innovation as the cores of the national spirits. Teachers also try to persuade the students to accept, inherit and carry forward the traditional culture actively, help them to set up cultural confidence. For example, the Dance Department adheres to the orientation of advanced socialist culture, created a number of representative excellent works such as *Call of Far Mountains*, *Bring Hope*, *Sound of Yellow River Pipe* and *Scratching Sheep Man*.

Secondly, the PABC practical mode attaches great importance to artistry. The ultimate aim of art practice education is not to train art skills, but to cultivate students' artistic accomplishment [6]. Teachers in the process of practical teaching should be good at mining the artistic value of teaching content, finding the potential and characteristics of students, creating teaching scenes, treating practical teaching as a changing art, trying every means to solve the problems arising in students' learning process artistically, shaping students' artistic accomplishment, and ultimately improving students' ability to recognize, feel, experience and create beauty.

#### 3.2 The PABC Practical Mode Focuses on the Combination of Local and Normal Nature

*The Opinions on Comprehensively Strengthening and Improving the Aesthetic Education Work in Schools*, issued by the General Office of the State Council proposes that all schools should update the education content in time, develop and use the aesthetic education platforms, and expand the education space [10]. According to the geographical advantage in northwest Shanxi Province and the nature of university, Dance Department embodies the idea of combining local and normal university in practical teaching. First of all, the PABC practical mode pays attention to the excavation of local cultural characteristics, and pays attention to the organic combination of Xinzhou wrestling, Yuanping Yangko, Hequ Errentai, Zuo Quan folk song, North Drama in north area of Shanxi, Wutai Mountain Buddhism and other arts and cultures in the practice of teaching curriculum, which has prospered the local culture and enriched the teaching content.

Secondly, the PABC practical mode attaches great importance to pedagogic characters. At present, versatile art teachers are the most lacking in China's basic education. Aiming at the social demand for artistic talents and the dual identity of university students as both "future teachers" and "students", the Dance Department not only attaches importance to professional training but also strengthens the

professional skills training of teaching, including three forms of written character such as Chalk, pen, writing brush, Mandarin, lesson preparation, lecture, class evaluation, lecture speaking, scientific research activities and other basic teaching skills. they strive to train students to become practical teachers who can speak, jump, play, make dancing programs in the basic education area. They're also trying to shorten the time it takes students to enter professional roles. At the same time, they construct students' emotional identity to the educational cause and awaken their inner sense of mission and responsibility.

From the perspective of time, the pedagogic characters of practical teaching cover the whole process from students' entering school to graduation four years. In terms of space, it contains both in and out of school, in and out of class. From the main body, each student was involved in. They provide students with more opportunities and possibilities for future career choice and reflects the characteristics such as comprehensive and full staff of the whole process.

#### **IV. NEW THINKING ON PABC PRACTICAL MODE**

Forgetting in learning is inevitable. Skinner once said that if we all forget what we have learned, what is left is the essence of education [3]. According to Gagne's theory of learning outcomes, what is forgotten should be declarative knowledge of verbal information, while what is left is procedural knowledge of skills which may leave a deeper impression on students than declarative knowledge. Dance is an art form that expresses thoughts and feelings with body language, which belongs to the category of procedural knowledge. From the point of the theory of learning results, dance teaching needs to transform theoretical declarative knowledge of dance into technical and procedural knowledge of the students. So how to carry out practical teaching, to help students master practical knowledge better and promote the transformation of knowledge. PABC practical teaching mode has brought us a new thinking.

##### **4.1 The Stage and Platform Take Turns in Practice**

Dance is the art of human action. Dance performance needs to convey the appeal of art to people through dance expression, dance action and dance composition in order to realize the purpose of dancing to promote emotion. Once students have chances to performance on the real stage, they can overcome the stage fright and understand the whole process of the performance.

Classroom teaching is a teaching method for teachers to present learning materials to students with vivid language. It is the most basic skill training for normal university students. Platform training is to train some basic abilities of students such information extraction, induction and integration ability, language expression ability by participating in the practical volunteer teaching activities organized by the university and guiding them to rehearse various art activities with the knowledge they have learned. It helps students to make up for what they have learned and helps them to systematize their dance knowledge, organize their thinking. It also helps students to enter their work roles in advance.

The stage and platform complement each other in the development of students' practical ability. Both

are platforms for students to exercise and show themselves, and a bridge to learn from each other. Students on the platform can become excellent teachers, excellent actors on the stage. Finally, they have the dual roles of teacher -performer talents to meet the requirements of teacher education major.

#### 4.2 Two Ways of On-Campus and Off-School

First of all, the teaching places on campus and practical bases off campus are linked. The practical teaching activities on campus mainly include rehearsals, classes, small evening-performances, art clubs and other practical activities. The teaching activities of the off-campus practical bases are mainly art exchanges and performances with local art institutions such as mass art activity museum. The two ways strive to combine the on-campus simulation exercise and off-campus actual combat performance, so that the practical abilities of the students can be exercised and strengthened in the small stage of the department and the big stage of the society.

Secondly, the professional practical ability in the school and the actual needs outside the school are linked. The practical needs outside the school are the powerful impetus for the reform of practical teaching in the school. According to the need of social development, the Dance Department carries out targeted courses such as body training and oral courses in order to make plans for students suit the career in advance and help students improve their competitiveness in job hunting.

Finally, On-campus and off-campus practical are included in the 4 years of the whole college career. Each student must carry out four years of full practical training according to their own characteristics and professional reality. And they have different tasks every year. The first grade is for the professional basic practice, including three writing style, personal skills, class practical training, morning and evening display. The second grade is oriented practice, such as teacher vocational skills competition, special performance of director, etc. The third grade is sprint practice, such as poverty alleviation support teaching, professional practice, special performance of the director, etc. The fourth grade is differentiated practice, such as collection of art forms, graduation creation, drama special performance, graduation thesis, etc.

There are two different exercise places, one is inside and another outside the school. The PABC practical teaching mode makes every effort to explore various resources inside and outside the school. It fully implements the teaching concept of "art practice combing with local culture, practical bases and scientific research", which has achieved good results.

#### 4.3 Teachers and Students Working Together

PABC practical teaching mode is an organic combination of teaching and learning, which needs to be constructed by the joint exploration between teachers and students. From the perspective of teachers, In the PABC mode, teacher should clarify the goal of talent training, analyze the starting point of the students, and awaken students' practical consciousness of active before they design the practical teaching objectives. In the teaching process, teachers strive to tap the artistic potential of students, respect individual

differences, tailor the competition projects, and encourage students to seek opportunities, actively participate in practice, build up confidence. For example, the teachers encourage students who are from Hainan Province to incorporate the artistic and cultural characteristics of Hainan Island into his artistic creation. On the one hand, the artistic elements of their hometown will make students experience deeper emotional, on the other hand, they can also enhance confidence and passion in creation of students.

The famous educator Whitehat once said the whole purpose of education is to make people have active wisdom [11]. The direct purpose of art education is to let people discover the beauty of life and enlighten their wisdom. Teachers should play the role of researcher and explorer and teach students to form a kind of wisdom to transform art theoretical knowledge into artistic practice, which is the highest pursuit of practical teaching [12]. What exactly is practical wisdom? Practical wisdom refers to students' abilities to use knowledge, experience, skills to actively solve problems. Wisdom is the product of the high development of human rationality. Once students have the wisdom to turn knowledge into practice, He has a source of energy for creative practice and he can make wise, decisive and witty choices in the future career planning and survival and development. He can realize the all-round development of man.

Student is another main body of study and practice. The quality of learning should be reflected through students' learning behaviors. The skill knowledge of dance skill is different from the knowledge of art theory. It is more implicit, individual and situational nature, which determine the particularity way of students' access to knowledge. Practical knowledge is extracted from the coordination of movements. In particular, the acquisition of such skills and knowledge needs to be carried out in a professional, one-to-one and master inheritance. Students need to follow teachers to practice and feel the charming body movements and unique spiritual temperament of teachers. Practical teaching also depends on the degree of students' participation in practical teaching. Motivation is the foundation of human behavior. An individual's intrinsic motivation can stimulate positive behavior [13].

Students should exert their subjective initiative in practical learning and make use of the resources and platforms provided by the school as much as possible. In PABC mode, both teachers and students think and work together, so it is not difficult to do a good job in practical teaching.

#### 4.4 Double-Layer Interaction in Teaching and Management

Good management is the premise of all activities. Strong leadership is important guarantee for the development of practical teaching. In the PABC practical teaching mode, the department leaders, the director of the teaching and research section, teachers, counselors, class cadres, etc. form a joint group of management who divide the labor and cooperate with each other and strive to strictly follow the requirements of the talent training objectives to train the students in every link of practical training.

Secondly, they establish a sense of norms and a reward and punishment mechanism. Nothing can be accomplished without norms or standards. The sense of rules should be deeply rooted in the hearts of teachers and students. Teachers and students should spontaneously follow the system and norms in the



practice of teaching activities.

For those teachers and students who have achieved obvious results in practical teaching, material or spiritual encouragement should be given in time according to the reward policy, so that the reward can become an external driving force. This combination of internal and external management mechanism can greatly mobilize the enthusiasm of teachers and students in practical teaching. For example, in view of the current situation of uneven teachers' scientific research level, teachers are encouraged to guide students to participate in various competitions and improve their scientific research ability. Students can also combine the creation of plays to assist the writing of graduation thesis. This flexible management mechanism encourages teachers and students to be more actively involved in practical teaching.

## V. CONCLUSION

Educational activities are not castles in the air. The source of life is in practice. Strengthening practical teaching and paying attention to the development of students' practical ability is the way out for local normal university to cultivate professional applied talents, and also the core content of education in universities in China. The PABC practical mode of the dance department in Xinzhou Teachers University provides new ideas for the other universities who reform practical teaching art professional. However, the reform has a long way to go. It needs art educators to explore unremittingly and carry out innovative practical teaching activities. It still needs them to make positive contributions to the training of dual roles of teacher- performer talents in China.

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