

Problems And Requirements
Of Performing
Arts Learning Management On
Skill Promotion
In Creative Performing Arts
And Appreciation Of
Thai Culture Course Of Grade
7 Students Under
The Secondary Educational Service
Area Office Kalasin

Jiranattakorn Paorisankhunakorn*¹
Associate Professor Montree Wongsaphan²

ABSTRACT

The purpose of this study was to examine the problems and requirements of performing arts learning management in promoting creative Thai performing art skills and appreciation of Thai culture of in Grade 7 under the Office of Secondary Education, Kalasin, to assess and improve the curriculum. The study was conducted by using group interviews. The sample consisted of grade 7, secondary school teachers in 5 schools under the Kalasin Secondary Educational Service Area Office, namely Kalasin Pittayasan School, Anukulnaree School, Kham Muang School, Yang Talat Wittaya School and Kamalasai School for 5 teachers by purposive selection from teachers with experience in teaching creative dancing arts; and grade 7 students of Anukulnaree School for 1 classroom, 35 students obtained by cluster random sampling.

The tools used to collect data were in-depth interview, which was used to collect data from experts, and a semi-structured interview to study methods for developing creative Thai dancing arts skills and appreciating Thai culture used to collect data from grade 7 students. Data were analyzed by content analysis. and analysis of issues

The findings revealed that 1) Creative Thai dancing skills depended on 3 components: knowledge, ability, and expertise in creative dance design. Problems in learning creative dancing skills are time constraints, making it unable to promote creative dancing skills to students as they should. Teachers and students need supplementary courses to develop creative dancing skills.

Keywords: Additional Course, Creative Thai Dramatic Art Skills, Appreciation of Thai culture

Introduction

Thailand has a rich cultural heritage that has been handed down from the ancestors, including language, architecture, arts and culture, traditions, and music. Dancing arts that have been evident since the Sukhothai period. Dancing art is something that human beings create elaborately and have a pattern that provides knowledge and entertainment, which is an important basis that represents the prosperity of the nation and is also a part of the way of life that makes life in society more enjoyable. a more complete life (Sumit Thepwong, 2005: 2). In addition, dancing is also a tool that expresses the civilization of one's race. which can reflect stories, ways of thinking, aesthetics, philosophy and lifestyles of that society And have been in conjunction with human society since humans began to develop socially. Therefore, it has evolved along with with the expansion of human society in each area (Jutika Kosolhemmanee. 2013: 1)

The importance of the science of dancing It is a science of aesthetics that helps refine and elevate the human mind to a higher level. Which can communicate and understand whether it is a nationality, any country, so dance is considered the most outstanding art that humans can express themselves and dance is another language that is used to describe any story. in a gentle and realistic way Until it can be said that dancing art is "International language" (Renu Kosinanon, 2005: 2), in which the process of transferring knowledge in this field has traditions and developments in transferring that have changed according to the era. Pramet Bunyachai (2001: 130) explains conveying the art of dancing that The ancient form of teaching and learning dancing arts emphasizes skill training for proficiency. with repeated lessons

Repetition of content and training for a considerable period of time. Until the students can memorize the gestures which are the main ones. After that, the teacher will convey the techniques that will beautify the postures to be more beautiful and unique for each disciple. The manner of teaching and dancing in such dances has been inherited to the present day. Suraphon Wirunrak said that the study of dancing arts in ancient times tended to be an inheritance of art among a small number of people and tended to hold on to limited knowledge only for deserving persons to be conveyed. Later, education management changed to schools, colleges, universities, and studios as it appears today. The content of dancing arts is also categorized into branches and divided into levels of difficulty (Suraphon Wirunrak, 2004: 41). Teaching and learning in schools have all been modified according to the times of the world society with the development of a variety of curriculums and teaching methods, including setting guidelines for national education management as well

Teaching and learning at present uses the basic education curriculum developed by the Department of Academic Affairs, Ministry of Education (Basic Education Core Curriculum B.E. 2551: 3) requires students to study 8 groups of learning subjects which the dance class is classified in the art learning subject group by requiring students to have knowledge and understanding of the elements of dramatic art, expressing creative dances, use basic terminology in dramatic art, critical analysis, criticize the value of performing arts convey feelings independent thinking create movements in various forms, applying dance in everyday life Understand the relationship between dancing arts and cultural history, appreciate the cultural heritage of dancing arts and local wisdom Thai and international wisdom (The Basic Education Core Curriculum, B.E. 2551: 164). From the contents specified in the aforementioned basic education core curriculum, it can be seen that the science of dancing still has a duty to convey cultural heritage and instill a sense of self-worth. aesthetics for the youth of the nation. It also makes students realize the value and cherish their local wisdom culture as well. Later, the Ministry of Education announced the reduction of the Basic National Educational Test (O-NET) from 8 learning subjects to 5 learning subjects, namely mathematics, science, English subject and social studies Religion and culture for the other 3 groups of learning subjects, namely

health and physical education subjects, art subjects, and subjects of occupation and technology, let the school issue the exam and arrange the exam itself starting from the academic year 2015 onwards (Ministry of Education announcement dated 26 June 2015). This had an impact on the teaching and learning of dancing arts, students lacked interest, do not see the value of dancing arts; therefore, they did not intend to practice and determined to learn seriously. As a result, academic performance is lower than the target and there is a lack of creativity in applying dancing skills to everyday life. due to the art of dancing used as one of the components of graduating from the Basic Education Core Curriculum B.E. 2551, it is only a measurement and assessment within the school which such problems and obstacles resulted in students not seeing the importance. There is no love and appreciation for Thai dancing arts. As a result, Thai youths neglect stereotypes, values and good way of life of the dance culture.

Research Questions

Problems and needs in the management of dramatic arts learning for the promotion of creative Thai dancing arts skills and appreciation of Thai culture What is it like for Grade 7 students under the Kalasin Secondary Educational Service Area Office?

Research Objectives

1. To study the problems and needs of dramatic arts learning management in promoting creative Thai dancing skills and appreciation of Thai culture for students in Grade 7 under the Office of Secondary Educational Service Area Kalasin
2. To suggest guidelines for evaluating and improving the curriculum for enhancing creative Thai dancing skills and appreciating Thai culture for Grade 7 students under the Kalasin Secondary Educational Service Area Office to be effective

Research Methodology

This research was qualitative research. There were two groups of key informants as follows: Group 1: teachers, Grade 7 dance teachers in 5 schools under the Kalasin Secondary Educational Service Area Office, namely Kalasin Pittayasan School; Anukulnaree School Kham Muang School Yang Talat Wittaya School and Kamalasai School, 5 people by purposive method from

teachers with experience in teaching creative dancing arts. Group 2, students are Grade 7 students of Anukulnaree School, 1 classroom, 35 people, obtained from Cluster Random Sampling, and collect data by using Group Interview with a moderator who waits to draw points from the interview form in order to persuade the subjects used in the research to express their opinions on the interview issues regarding the problems and needs for learning Thai dancing skills, creativity and appreciation of Thai Culture For Grade 7 students under the Kalasin Secondary Education Service Area Office.

Research tools consisted of tools used in group interviews, a semi-structured interview about problems and needs in learning creative Thai dancing skills and appreciation of Thai culture for Grade 7 students under the Kalasin Secondary Education Service Area Office.

Data analysis, the data obtained from the Group Interview were analyzed qualitatively and summarized to be used as information for the development of a curriculum for enhancing creative Thai dancing skills and appreciating the value of Thai culture for Grade 7 students under the Kalasin Secondary Educational Service Area Office.

Research Findings

The results of the study of the problems and needs of dance learning management on the promotion of creative Thai dancing arts skills and appreciation of Thai culture for Grade 7 students under the Kalasin Secondary Educational Service Area Office found that teachers and students have the same opinion on the problem of class time limitations and students have different backgrounds in dramatic arts, resulting in a lack of continuity in learning. As for the needs of teachers and students, they are in the same direction that need additional courses in dancing arts to continuously practice creative Thai dancing skills.

Regarding the components of the relevant creative Thai dancing arts skills, it was found that there were 3 components: Importance and benefits of dancing arts 2) basic dancing art competence, consisting of dramatic vocabulary, gesture language, and Isaan dramatic art Interpretation Presentation of new concepts 4) Appreciating Thai culture consists of the meaning of culture. Basic characteristics of culture and causes of changes in Thai culture.

The learning activities consisted of 5 steps as follows: 1) preparation phase. It is the preparation of students, places, materials, equipment, linking previous experiences for use in learning. 2) Know oneself. It is the skill of observing and imitating what the teacher demonstrates and practicing accordingly. 3) Skillful expression stage. It is a continuous practice until it can be practiced automatically. 4) Creative design stage. It is an extension of skills to be used in the design of creative dance works and 5) the evaluation and improvement stage. It reflects the results of the presentation of creative dance works to lead to further improvement.

In summary, the results of the analysis of the components of the curriculum Elements of creative Thai dancing skills and learning activities. It is considered important information to be used to determine the basic guidelines for the development of a curriculum that enhances creative Thai dancing skills and appreciation of Thai culture. For Grade 7 students under the Kalasin Secondary Education Service Area Office.

Discussion

1. From the problem of the limitation of study time and students having different backgrounds in dancing arts.

This leads to a lack of continuity in learning and the results of the study of such problems and needs can be utilized for the development of a curriculum to enhance skills in creative Thai dancing arts and appreciation of Thai culture. For Grade 7 students under the Kalasin Secondary Education Service Area Office. This is because a good curriculum should be developed or created from real problems and needs, as Chantima Saenglert-Uthai (2007: 97) said, supplementary curriculum is a learning experience that is organized to supplement existing curriculum. which will look wider and deeper than normal courses. The aims of the extracurricular program are determined based on the desired characteristics of the student and the content. May be in addition to the normal curriculum or have content that overlaps with the normal curriculum, but will have more depth and variety than the normal curriculum. There are teaching and learning activities that emphasize theory and practice and assessment with a variety of tools as well as Worawut Chirasujarittham (2010: 109) that the

supplementary curriculum It is a curriculum that must arrange content to be in line with the needs of the students as much as possible. To help students achieve more complete learning and the main goal of the extracurricular is To develop skills of students from the importance of studying the problems and needs mentioned above. The researcher therefore studied the problems and needs of the management of dancing arts learning to promote creative Thai dancing skills and appreciation of Thai culture. For Grade 7 students under the Kalasin Secondary Educational Service Area Office of teachers and students. To be used in the development of creative Thai dancing skills courses and appreciation of Thai culture. For Grade 7 students under the Kalasin Secondary Education Service Area Office This is in line with the research of Teerayut Wisetsang (2015) who has developed a curriculum to promote artistic aesthetics. art learning group for Grade 7 students and Chanthima Saenglert-Uthai (2007) who conducted research on The development of supplementary curriculum to enhance competence in information and communication technology (ICT) for teaching professional students and Somporn Limcharoen (2009) conducted a research on The development of an additional curriculum to promote creativity for students in the second grade who have studied the problems and needs to be used as the basis for developing the additional curriculum as well

2) for guidelines for evaluating and improving the curriculum It was found that there were 3 components of creative Thai dancing skills: 1) knowledge of dramatic arts, 2) basic dancing arts skills, and 3) practical expertise that resulted in the ability to design creative dancing arts. This is in line with the research of Usa Sobruet (2002) who conducted research on The Development of a Dramatic Teaching Teaching Model to Promote Creativity in Thai Dramatic Arts of Thai Dramatic Arts Students in Higher Education Institutions Curriculum development for enhancing desirable characteristics of Prathom Suksa 4 students according to the concept of contemplative education and Chaweewan Tansuk (2013) who conducted research on The Development of a Creative Dance Curriculum According to Creative Educational Management Guidelines for Primary School Students And the results of the evaluation from experts with the highest level of quality as well.

Recommendations

1) Kalasin Secondary Educational Service Area Office should encourage schools to develop curriculum.

Add a dance class to promote and arouse interest in students who want to learn more about dancing. The number of original study hours that have been set and can also encourage students with different backgrounds to have the opportunity to learn and understand and practice more in dancing.

2) Kalasin Secondary Educational Service Area Office should encourage teachers to have learning opportunities.

and practice more by creating an advanced dance training program for teachers so that teachers have the opportunity to improve Exchange knowledge for further development of their own teaching.

Recommendation for future research

1) There should be a quantitative study to inquire about satisfaction and types of learning in Dance subjects that students are interested in to improve the curriculum further.

2) There should be more education in other schools. in the area of responsibility of the area office Kalasin secondary education to compare the results of the research. and used to improve the curriculum for teaching and learning classical dance further

Reference

Chantima Saenglert Uthai development of supplementary courses to enhance technology competencies, 2018.

Chavalit Chukampang. Assessment of learning. Mahasarakham : Mahasarakham University Press, 2010.

Dithaphat Bowonchai. Development of Life Skills Development Curriculum for Drug Prevention for students junior high school Schools under the Bangkok Metropolitan Administration. Ph.D. Thesis, Bangkok : Srinakharinwirot University, 2012.

Dramatic arts of learners at the 2nd level. Thesis, Ph.D. Chonburi : Burapha University, Information and Communications (ICT) for teaching professional students. Ph.D. thesis, 2010.

Manusak Ruangdet was the interviewer, Jiranutkorn Paorisankunakorn Being an interviewer, online On April 12, 2021.

Ministry of Education. Basic Education Core Curriculum, B.E. 2551. 3rd edition.

- National Cultural Commission, Office. Ministry of Education. A Teacher's Guide to Developing Mindfulness teaching system Elementary level. Bangkok : Religion Printing House, 1996.
- National Statistical Office. A survey of participation in cultural activities. Bangkok: Statistical Office National, 2005.
- Nawee Sasongkroh was the interviewer, Jiranutkorn Paorisankunakorn Being an interviewer, online On April 12, 2021.
- Nuchjaree Kongponoi. Development of Thai Pride Measurement Scale. For students in the 3rd grade Nonthaburi Province Thesis, M.Ed., Bangkok : Srinakharinwirot University, 2012.
- Office of Secondary Education OBEC. Learning Management Guidelines in the 21st Century. Online. 55.pdf. October 4, 2019.
- Office of the Basic Education Commission. Guidelines for quality assessment according to educational standards Early childhood level, basic education level and basic education level, education center Special. Bangkok: Agricultural Cooperative Assembly of Thailand, 2018.
- Office of the National Culture Commission. Cultural preservation. Bangkok : Office
- Office of the Secretariat of the Council of Education. Experiential learning management that emphasizes practical skills. Bangkok : Agricultural Cooperative Assembly of Thailand Limited, 2007.
- Patraporn Charoenrat. Creation of contemporary dance that reflects the dark side of roses. Doctoral thesis. Fine Arts Faculty of Fine and Applied Arts. Chulalongkorn University, 2016.
- Songkhun Chantajorn. Theory of culture and society. Mahasarakham : Mahasarakham University , 2010.
- Suraphon Wirunrak Principles of performance of the visual arts. Bangkok : Dan Suttha Phim, 2004.
- Surat Jongda was the interviewer, Jiranutkorn Paorisankunakorn Being an interviewer, online On April 12, 2021.
- Surin Metanee. Curriculum development and teaching and learning in western dancing arts at the Bachelor's degree in Thailand by comparative methodology. Thesis for M.D. Bangkok: Chulalongkorn University, 2016.
- Suwimon Vongvanich. Evaluation of new learning approaches. Bangkok: Chulalongkorn Publishing House University, 2003.
- Tarakorn Chantanasaro. Dancing arts from the concept of trinity in Buddhism. Doctoral thesis. Fine Arts Faculty of Fine and Applied Arts Chulalongkorn University, 2014.
- Thitana Khaemmanee. Science of teaching. 9th printing. Bangkok: Dan Suttha Phim, 2013.
- Wimonsri Upamai. Drama and drama. Bangkok: Chulalongkorn University Press,