

Exploring and Establishing New Ideas of Dance Education and Teaching in Colleges

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Abstract: In the current education with quality education as the background, dance in colleges and universities is gradually being valued, and dance teaching is gradually becoming universal, and the transition from professionalism to generalization has provided a good opportunity for the popularization of dance education. However, for now, our country's college dance has not been able to keep up with the pace of social development. Certain teaching concepts have not adapted to the needs of social development. There are also various drawbacks in the teaching process. This article focuses on exploring new concepts in college dance teaching, so as to make colleges There is a new breakthrough in dance teaching.

1. Introduction

Dance culture and theoretical practice are two different concepts. Theoretical practice emphasizes science, while dance culture is more embodied in the spiritual level. As the living standards of our people are getting higher and higher, people are becoming more and more interested in pursuits other than material. As an aspect of spiritual pursuit, dance culture has gradually changed from the professionalism of the past to the universality of the public. More and more ordinary people are also going further and further on the road of dance. This kind of pursuit is a manifestation of the prosperity of the country and the strength of the people, as well as a manifestation of people's happiness and well-being. Dance culture has occupied an important position in the history of human development since history, especially the dance culture represented by ethnic dances, has taken root in the folk for several years, and it will continue to thrive. The dance education of colleges and universities inherits this heritage, and it is the responsibility and obligation to continue to carry forward the dance culture.

2. The True Meaning of Dance Education

2.1 Improvement of Aesthetic Ability

Dance education is the same as art education, which can help students to improve their aesthetic ability. If art is the art of writing, then dance is the art of the body. Dance is to show the beauty of dance through the performance of the body, thereby showing the art. Beauty, in the process of learning dance, students will re-recognize their bodies in the dance, and show the spiritual world they understand under the dance, and at the same time give the audience the enjoyment of art. This is the charm of dance.

2.2 The Promotion of Cultural Connotation

Pure dance can only be regarded as the movement of limbs and body. It cannot be said to be artistic or connotative. Dance with appreciation value has cultural connotation. Dance is an artistic act. Only art and culture can be integrated into dance. Among them, talents can be regarded as connotative dances. Dancers use their bodies not only to dance, but also to tell stories and souls with their bodies. Dance is an elegant art, which helps students to enrich their cultural connotation to a certain extent. At the same time, they can also improve their personal qualities and make them have a good performance in terms of human quality.

2.3 Improve Physical Fitness

Under the call of the teaching reform to develop students' quality in an all-round way, students' physical fitness has also been valued. Dance is not only a performance of an artistic act. At the same time, in the dance process, the limbs and body parts are used to affect the body. The exercise function is also self-evident. Dance organizes various parts of the body, and then makes dance more appreciative and aesthetic through rhythmicization. This is the difference between dance and general sports, but in terms of physical strength, dance sports are even higher than the general exercise, and the exercised body parts are more comprehensive. This is also helpful to students' physical quality education.

3. The Current Problems of Dance Education

3.1 Traditional Concepts Influence the Further Development of Dance

At present, dance education has not been incorporated into the formal teaching system by most schools. Even in colleges and universities, the proportion of non-professional dance students receiving dance education is still quite small. Caused by the lack of attention to dance education. Dance classes are optional, seriously neglecting the impact of dance on students, and severely restricting the development of dance education.^[1] In traditional concepts, dance education can never be compared with the improvement of cultural knowledge. This kind of education emphasizes rationality and ignores emotional education is a kind of deficiency, which is not good for the future development of students, and has a certain impact on students' aesthetics and comprehension ability. The new curriculum reform requires all-round development of students, which may bring dance education to a new level.

3.2 Educational Methods Cannot Keep Up with the Requirements of Education Reform

The traditional dance education method is very simple. It is to explain the theoretical knowledge first, and then let the student's practice. This method is a kind of indoctrination teaching. It cannot make students have more enthusiasm to participate in it. It lacks the interest of guiding students, so that students cannot occupy the subjectivity of the classroom, traditional teaching makes students feel resistant to dance, rather than taking dance lessons. If this kind of education method is not broken, the development of dance will be blocked and the goal of dance education will not be achieved.

3.3 Lack of Professional Dance Teachers

This shortcoming is also the consequence of the lack of attention to dance. Normal colleges and universities have weak teachers. Under the traditional concept, they will not increase the share of dance teachers. Most of the resources of university dance teachers are from other subjects. The seconded teachers, such as music teachers, are equivalent to inter-professional teaching, and they have many shortcomings in professionalism, including theoretical knowledge, classroom teaching methods, etc., which are inferior to professional dance teachers, and at the same time, they can't talk about professional use. Sex comes to educate students to dance. Such a reorganization of the teaching staff is not good for the development of dance education.

4. Corresponding Strategies of Dance Education in Colleges and Universities

4.1 Abandon Traditional Concepts

Traditional concepts occupy a certain proportion in schools, including parents and students. If this concept is not eliminated, dance education in colleges and universities will never develop.

Under the traditional concept, the impact of dance on students has been reduced, and at the same time it has been gradually marginalized. Such an impact is long-term for students and has a negative side to our country's college dance education. Both schools and parents must change. The concept and emphasis on dance have a very positive effect on students. For the school, dance courses are included in the teaching plan in time to allow students to accept systematic dance learning. [2] For parents, it is necessary to realize that dance education is inseparable if the overall quality of students is to be developed. It will have a good performance for the future of students, whether in employment or in interpersonal relations. For students, actively explore dance, let themselves fall in love with dance, and become interested in dance, so that they can understand more things in dance learning, learn to appreciate, and improve their aesthetic ability.

4.2 To Prevent Stagnation, Teaching Methods Must Be Innovative

If you always stay on the traditional teaching method, one is teaching and the other is learning, the effect is not very good. This kind of teaching method puts students in a position of passively receiving education, that is to say, whether you like it or not, you have to accept it. Obviously, this is unreasonable. For most students, this kind of teaching will make students feel disgusted. In addition, dance requires high physical strength, which will make many students give up dance practice. [3] The innovative teaching method is to enable students to learn actively and to learn independently. For example, in dance education, when doing specific movements, let the students summarize their opinions and put them forward, and then the teacher can solve the puzzles to make the students understand purpose. In addition, teachers should carefully listen to and record the opinions put forward by students during the practice. These opinions are valuable because everyone has different physiques and their perceptions of dance. The implication and understanding in the book are also different. Teachers need to collect this information to launch personalized education in a targeted manner, develop students' interest points, and guide students to pay attention to and love dance. Such a learning method may produce learning efficiency for students.

4.3 Expand the Staff of Dance Teachers

The shortage of dance teachers has become a fact of dance education at the moment, and it has also severely restricted the development of dance education in colleges and universities in my country. Dance teachers in colleges and universities must pay more attention to professionalism, and cannot be replaced by comprehensive teachers. The professionalism of dance teachers is something that schools should consider when expanding teachers. Dance teachers should be trained regularly so that they can accept new things in a timely manner so that they can keep pace with the times. It is also possible to hold exchanges with dance teachers in various universities through seminars, so that students can receive more comprehensive dance education. In this regard, it is also feasible for some schools to introduce more professional dance experts into the school to teach. Through the teaching of these dance experts, students can get a close understanding of the essence of dance art and enable students to have a deeper understanding of dance culture. At the same time, it also provides a supplement to the shortage of college dance teachers.

5. Conclusion

If dance education in colleges and universities wants to have a longer-term development, it must abandon the current traditional concepts, traditional teaching methods, and increase the strength of teachers. All of these are indispensable. College dance must recognize its true meaning in education, and it is essential to students. The aesthetics of the students, the enrichment of the cultural connotation of the students and the improvement of their physical fitness have a good performance. Dance is an artistic act that is displayed through human body language. Too many people put their eyes on the dancer's physical performance, rather than visually achieving the state of soul and life represented by dance. Dance itself has no meaning. The key is to use aesthetic standards to treat

dance behavior with an artistic perspective, and you will achieve enjoyment other than vision. This is the charm and value of dance. For college dance educators, letting students understand the true meaning of dance is the premise of dance education.

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