

Research on Practice and Strategy of Introducing Cultural Elements into College Dance Training

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Abstract: As the country attaches importance to higher education, dance teaching in colleges and universities has also received corresponding attention and development, and dance teaching in colleges and universities has gradually become diversified. In the context of advocating quality education, dance teachers in colleges and universities should not only help students master basic dance knowledge and skills in the classroom, but also improve students' overall quality, and fully integrate cultural elements with dance teaching to enable college dance teaching the content is richer. Therefore, teachers must continue to innovate dance teaching models, reform dance training methods, strengthen students' thinking guidance, integrate cultural elements into dance training, and improve students' comprehensive quality, thereby improving the quality of dance teaching in colleges and universities.

1. Introduction

As a dance teacher, the author believes that the highest level of dance performance is that viewers can have a strong emotional experience through dancers' performances and feel the core idea of this dance. After thousands of years of development, dance is not only an art, but also a symbol of culture. It also represents a spirit. No matter what form of dance, performers need to have a good life practice and have delicate emotions. Therefore, in the process of dance teaching, teachers should organically combine cultural elements with dance training to improve students' basic knowledge and skills in dance. On the basis, enrich students' emotional experience and enrich students' emotions in dance performances. At the same time, the integration of cultural elements into dance training is also a kind of inheritance of our country's spiritual civilization. Therefore, teachers should continue to innovate dance teaching models and enrich the cultural connotation of dance teaching.

2. Importance of Incorporating Cultural Elements into Dance Training in Colleges and Universities

In the process of teaching, if teachers blindly teach students dance skills, students will think that dance is just a demonstration of skills and does not make students feel the life of dance. Therefore, teachers must innovate the dance teaching mode, so dance training in colleges and universities the importance of integrating cultural elements into China is mainly reflected in the following aspects.

First of all, the integration of cultural elements can enrich the content of dance training for teachers. Throughout the ages, no matter what stage or subject is taught, it comes from people's actual life and serves life. Therefore, in dance training in colleges and universities, cultural elements can be integrated into it, which can effectively enrich the teaching content of teachers. Because of the vast territory of our country, and the cultural customs of different ethnic groups are also different, there are also certain differences in dance forms and connotations among different ethnic groups and regions. Therefore, teachers no matter which region or ethnicity they are the integration of cultural elements can also play a role in enriching the content of dance training. In the process of integration, it can also help teachers in creating and editing, giving dance new life.

Secondly, incorporating cultural elements into dance training in colleges and universities can strengthen cultural vitality. Culture represents the history of development for different nations and is a cultural symbol of a country or nation, just like different languages, characters, and dance

moves. For example, our common national dance, the peacock dance, is a symbol of the Dai culture. It is a dance evolved by imitating the posture of a peacock. It is a symbol of the Dai culture. At the same time, the peacock dance also reflects the Dai people's attitude towards peacocks. Love. In addition, there are Mongolian dance and Han Yonge, etc., which all represent cultural symbols of different ethnic groups^[1]. But with the development of society, people gradually shifted their focus to new things, while the inheritance of these national cultures has gradually decreased. Therefore, incorporating cultural elements into dance training in colleges and universities can increase students' awareness and inheritance of national culture, deepen their sense of cultural identity, and revitalize national culture in dance training.

3. Strategies for Incorporating Cultural Elements into College Dance Training

3.1 Help Understand the Spirit of Dance

Dance performance is not only a kind of performance that brings people a visual feast, but also that the audience can feel the emotions conveyed by the dancers, and it will wash and shake the hearts of the audience to a certain extent, especially when cultural elements are incorporated into the dance performance. At this time, it can make the audience more emotional resonance with the dance and dancers. Therefore, when performing dance choreography and training, dance teachers in colleges and universities can gradually deepen students' understanding of the spiritual connotation of dance through gradual teaching methods, so that students can not only master proficient dance knowledge and skills in the process of learning and training, but also Can grasp the unique spirit and connotation contained in dance. Only when students truly understand the spirit of dance can they fully express the art of dance through their body language during the training process. Especially the various ethnic dances unique to our country are the cultural and artistic carriers of our country for thousands of years, so teachers can incorporate some ethnic dances into them to enrich the methods and content of dance teaching. For example, before instructing students to conduct dance training, teachers can introduce the origin or development of ethnic dance to students, or use multimedia to play ethnic dances to introduce the styles and characteristics of different ethnic dances to students, so that students can have a deeper understanding of dance training Excellent culture of our country.

3.2 Introducing Technical Action Elements

The most important thing for teachers to incorporate cultural elements into dance training is to introduce cultural elements into them. First of all, teachers can incorporate some cultural elements when choreographing dances, because traditional folk dance is a symbol of a national culture, and every move of folk dance contains a rich national culture, such as the peacock dance of the Dai people and the torches of the Yi people. The characteristics of these folk dances are very distinctive. Therefore, when choreographing dances, teachers can incorporate these cultural elements into them, classify and sort different ethnic dances, separate the movement skills of ethnic dances, and choose movements with distinctive characteristics to re-interpret them, so that ethnic dances can be modernized the form of dance reappears^[2].

Secondly, if teachers want students to show some cultural elements through dance moves, they must ensure that students have a solid basic dance skill. Therefore, when teachers conduct dance training and teaching, they must strengthen the basic skills training of students and strengthen the students' dance foundation. However, if they just blindly pursue the students' basic dance skills, they will not be able to make the students' dance artistically appealing, so they are doing basic dance. When training, teachers should also incorporate some cultural elements to reflect the artistic beauty of dance. Teachers should choose appropriate cultural elements according to different training content to infiltrate in, so that students can feel the emotions in the training process. For example, teachers can add cultural elements to dance classrooms and dance clothes during student training, so that students can directly feel the cultural atmosphere and enhance the cultural appeal,

thereby improving the effect of students' dance training and enhancing the level of performance of students.

3.3 Pay Attention to Ideological and Spiritual Rendering

Because dance inherently has a strong artistic appeal, you can truly appreciate the artistic beauty of dance during the performance, and at the same time, the audience can improve their aesthetic taste by watching the dance. Through dance, performers can feel spiritual satisfaction, so from this perspective, when teachers guide students in dance training, they should help students start from the spirit and comprehend dance with their own unique ideas, so that students can truly feel the charm of dance, the artistic charm of dance. Therefore, under this teaching mode, students can have a certain interest in dance training, and at the same time, they will increase their enthusiasm for dance training, so that students can actively explore dance and explore the essence of dance training.

3.4 Improve Teachers' Self-Cultivation

As a dance teacher in colleges and universities, if you want to properly infiltrate cultural elements in dance training, you must constantly improve your own artistic accomplishment and optimize the teaching process of dance training^[3]. Because dance training has higher requirements for skills mastery, the requirements for teachers are even higher. If teachers themselves do not have a certain artistic perception and appreciation ability, they cannot play a good role in guiding students in the teaching process. In other words, if dance teachers in colleges and universities only require students to have a good foundation and skills in the teaching process, they do not pay attention to the spiritual edification of students, do not cultivate students' artistic perception, and lack certain cultural training. It is also impossible to reach the highest level of dance performance. Therefore, when instructing students to perform dance training, teachers should integrate cultural understanding into students' dance performances, ask students how they feel after this dance training, and encourage students to boldly express their feelings about this dance. At this time, if teachers want to raise higher-level questions, they must strengthen their own artistic accomplishments, and organically combine cultural elements with theoretical teaching, in order to better guide students in dance training.

4. Conclusion

In summary, dance comes from our lives and is also a symbol of a country and a national culture. Therefore, teachers can incorporate some cultural elements into dance training, so that students can master the basic knowledge and skills of dance while also forming A certain sense of cultural identity enables students to deeply understand dance culture and truly feel the charm of dance. At the same time, teachers should continue to improve their artistic accomplishments and promote students to understand dance training at a spiritual level. Teachers and students work together to achieve efficient dance training and cultural elements infiltration teaching and improve students' dance training level.

References

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