

# The Influence and Application of Deepening Innovation and Entrepreneurship Education on College Dance Education

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**ABSTRACT.** *With the continuous deepening of the innovation and entrepreneurship education model of colleges and universities, its application in college dance teaching has also achieved good results. It can not only give full play to the inherent potential of students, but also promote the stable and long-term development of students. In this new development period of current higher education, dance education is an important part of our education and teaching. This article compares the dance education and innovation education in the construction of campus culture in Chinese and foreign universities, and compares the concepts of deepening innovation and entrepreneurship education and the combination of dance education in universities. This article will discuss the research and discussion of the construction of innovation and entrepreneurship education in colleges and universities, and discuss the research of dance education and creation. In view of this, this article will study and discuss the construction of innovation and entrepreneurship education in colleges and universities, and discuss the study of dance education and creativity. Examples, methods of comparison and induction are thoroughly discussed. And comb the campus culture concept of innovation and entrepreneurship and the practice of dance education of the University of the Arts. Comprehensive analysis of the research results, deepening the innovative education model can greatly stimulate the active learning interest of college students, change the traditional teaching concepts and enable the overall development of college dance teaching.*

**KEYWORDS:** *Innovation and Entrepreneurship Education, College Dance, Innovative Teaching, New Development of Education*

## 1. Introduction

The innovation and entrepreneurship education strategy has become one of the directions leading the development of my country's colleges and universities [1-2]. The "three shortcomings" of breadth and strength, the lack of sound education management systems and operating mechanisms in universities, the unreasonable integration of resources for innovation and entrepreneurship education inside and

outside the school, and the low initiative of teachers and students to participate in innovation and entrepreneurship education [3]. In dance teaching, it is necessary to highlight the student's dominant position, mobilize students' enthusiasm for learning, respect students' classroom differences, ensure the quality of dance teaching, and teach students according to their own ability [4].

In dance teaching in colleges and universities, the teaching content should make students feel fun rather than boring. Based on this, I think the primary task of college dance teachers' teaching is to innovate their traditional teaching methods to stimulate students' interest in learning dance, and to implement innovation and entrepreneurship in an all-round way. Lay a solid foundation for education [5]. As the old saying goes, interest is the best teacher for students. Only when students feel that learning is a very interesting thing from the bottom of their hearts, can they actively participate in classroom learning. In the past, the traditional dance teaching process did not create an opportunity for students to innovate [6]. In a sense, it severely restricts students' creativity, but it also stagnates students' sense of innovation and entrepreneurship and cannot be effectively exercised and improved [7].

Through understanding, we can see that there are three teaching types, namely professional teaching, teacher training and comprehensive teaching in the colleges and universities with dance specialty teaching in my country. They have different training goals, different teaching concepts and different course setting methods. However, there are three types of colleges and universities with dance education and teaching in my country, and the curriculum setting is basically the same pattern [8]. On the one hand, the process of dance training is not an immediate effect, but an effective process step by step. Therefore, when learning dance moves, students need to focus on feeling and understanding. Dance teaching can not only shape the appearance of students, but also improve their concentration, exercise their perseverance, and continuously train students' own sensitivity and coordination [9]. In the process of dance training, students can learn and master dance moves through their strong learning ability. In the process of teaching and explaining by teachers, they can perform corresponding choreography according to their own feelings to improve their physical sensitivity, improve their physical fitness, and correct bad natural postures [10].

## **2. Method**

### ***2.1 Use Innovative Education Models to Provide Timely Feedback on Teaching Results***

In order to improve the teaching quality of the overall dance class, we should give feedback on the teaching effect in time. In the traditional dance teaching process, teachers will discover the problems in dance teaching by watching students' performances. In the dance class, the learning time is short, the number of people is large, and the teacher's energy is limited, and it is impossible to find the problems of

the students in the learning process in time. At the same time, students can only correct the problems in the performance process through the teacher's comments in the classroom, characteristics of human thinking and memory, organize the knowledge base and database according to the structure of the text, and stimulate students' enthusiasm.

### ***2.2 Changing Teaching Concepts and Realizing Innovative Classroom Development***

At present, the environment of dance teaching in colleges and universities has undergone tremendous changes. Cultivating students' independent learning ability and promoting students' all-round development are the primary tasks of current teaching activities. In this regard, teachers should focus on innovation and entrepreneurship education and change traditional teaching concepts. First of all, establish the concept of constructivism. Constructing the concept of innovation and entrepreneurship and taking students as the main body of classroom teaching. I believe that the fundamental reason for classroom teaching is the process of students constantly acquiring new knowledge and constructing meaning based on existing knowledge, which provides a transition from teaching to learning in teaching activities. Theoretical basis. Secondly, establish the concept of the nearest zone development. The development concept of the nearest zone requires teachers to set up targeted and developmental learning tasks based on the current learning foundation of students.

### ***2.3 Integrate Innovative Education Courses and Dance Teaching to Achieve Common Innovation***

Pay attention to the integration of innovative education courses and dance teaching. College dance teaching should be closely integrated with the current new curriculum reform and development requirements, and pay attention to the comprehensive application of methods. On this basis, dance teaching activities in colleges and universities can indeed help improve the quality of student learning. It can also improve the comprehensive development level of dance teaching. The curriculum development of innovation and entrepreneurship education should be based on the cultivation of students' current comprehensive quality, so that students' practical learning can be fully developed. Only in this way can it help improve the quality of students' dance learning and promote their sustainable development. In actual teaching, in order to complete tasks and reduce classroom content, this has many adverse effects on the development of dance teaching. Everything has increased the dance teaching time, focusing on the integration of comprehensive knowledge.

### 3. Experiment

#### 3.1 *Experimental Research Objects*

In order to have a more in-depth understanding of the impact of innovation and entrepreneurship education on dance education in colleges and universities, and the application of research, this article selected 20 junior dance students in art, and tested the experimental group (N=10) and the control group (N=10). The basic situation of the dance academy is recorded and statistics, including height (cm), weight (kg), fat weight (kg), age (years), and training years (age).

*Table. 1 Physical standard of junior dance athletes of the University of the Arts in the control and experimental groups*

	Control group (N=10)	Experimental group (N=10)	T	P
Age	21±0.5	21±0.38	0.721	>0.8
Height	175.19±2.21	173.36±2.23	0.725	>0.8
Weight	52.68±9.03	49.38±6.23	0.835	>0.8
Fat weight	15.47±2.11	16.29±3.15	0.235	>0.8
Training years	5.75±0.5	3.59±1.32	1.32	>0.8

#### 3.2 *Research Design and Research Methods*

##### 3.2.1 *Research Design*

This study is aimed at two groups of 20 junior dance students at the University of the Arts. Experiments are conducted in the form of practical teaching and survey reports. The experimental group in this article adopts a traditional teaching method that combines innovation with entrepreneurial education and dance-related professional courses. This is the traditional coaching teaching model of the control group. The purpose of this experimental research report is to understand the current implementation of dance education under the innovative educational concept of the college and the satisfaction of students with traditional dance education methods at the end of the practical teaching.

##### 3.2.2 *Research Methods*

On the basis of studying the influence and application of innovation and entrepreneurship education in dance teaching in colleges and universities, this article first adopts the method of literature survey to study the training strategy of this technique on more than 20 documents at home and abroad. The purpose is to provide thoughts on the theory described in this article.

Secondly, using mathematical statistical methods to analyze the results of the two groups of experimental subjects before and after training. The data contained in

the experiment is saved in the computer in the form of an Excel table. The average deviation and standard deviation of the descriptive statistical parameters of each index are calculated, and the results are analyzed by the literature survey method. analysis and research.

## 4. Results

### 4.1 Experimental Research Findings

Table. 2 Changes in test data of experimental group and control group before and after practical teaching

Test items		Control group (N=10)	Experimental group (N=10)	T	P
Online choreography	Before training	71	65	-0.29	>0.08
	After training	93	81	-0.166	<0.08
Improvisation	Before training	73	68	-0.078	<0.08
	After training	92	73	-0.023	>0.08

As shown in Table 2, the average score of the experimental group was 82 points, while the average score of the control group was 76 points. After t test, the p value of the experimental group is greater than 0.08, and the average value of the control group is less than 0.08. The combination of related professional courses is better than the control group. While the performance of the experimental group improved significantly. After the t test, the p value is less than 0.08, indicating that traditional coaches can improve the acceptance speed of dance students on this test index, and can greatly improve the core training level compared with traditional teaching methods.

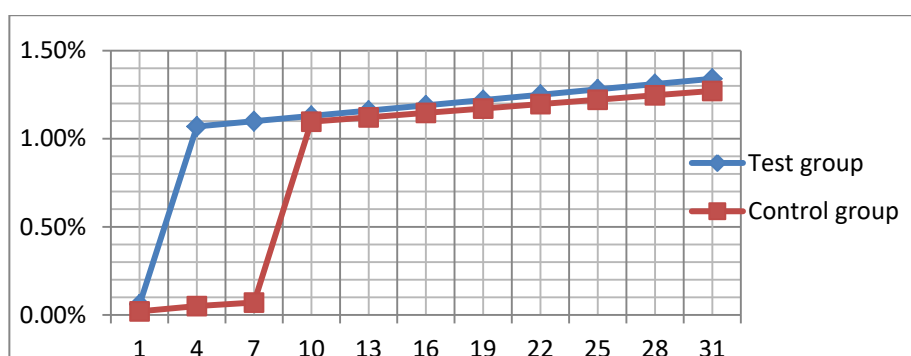
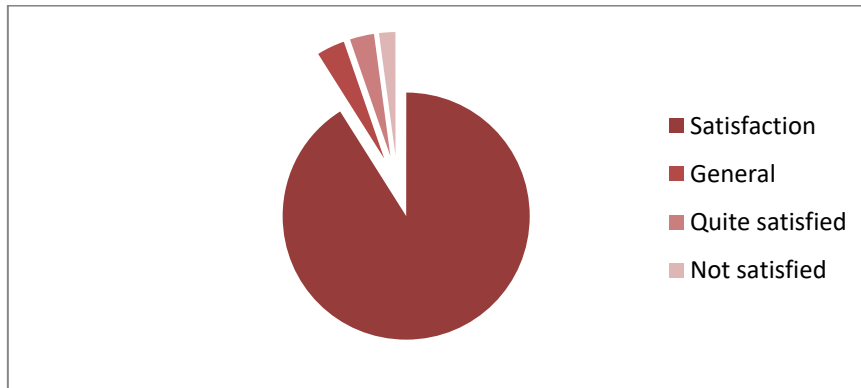


Figure. 1 The growth rate of integrated innovation and entrepreneurship education in the two experimental groups



*Figure. 2 Innovative and entrepreneurial education model in college dance teaching student satisfaction*

The data shown in Figure 2. From the data shown in the figure, we can understand that, in the context of the rapid development of the current innovation and entrepreneurship education model, most colleges and universities use the dual link of innovation education and dance teaching to teach, because students are the most The favorite way of teaching is a variety of innovations, because the innovative and entrepreneurial education model for students, they believe that the innovative and entrepreneurial education model can greatly improve their learning efficiency and learn more about dance professional knowledge and skills. As the data in the figure shows, the proportion of satisfied students is as high as 89.21%. Dissatisfied dance students accounted for 21%.

First of all, the university should provide employment guidance, innovation and entrepreneurship courses, career planning and other innovation and entrepreneurship education courses, so that students can learn the basics of entrepreneurship and stimulate the sense of innovation. Break down disciplinary barriers, guide students to find business opportunities in the teaching of design professional courses, grasp entrepreneurial opportunities, encourage students to use professional knowledge in innovation and entrepreneurship education courses to solve problems in the entrepreneurial process and improve the entrepreneurial framework.

#### ***4.2 Improve the Overall Quality of College Students and Build A High-Quality Team of Innovative and Entrepreneurial Teachers***

Universities are training bases for research and application talents. The graduates have high professional quality but weak practical ability. In order to improve the innovation and entrepreneurship capabilities of dance majors, schools can combine dance education with innovation and entrepreneurship education to improve the overall quality of students. In this process, the school can carry out innovation and

entrepreneurship education in the school's training base, and introduce research-based learning into university dance education. The school can provide free office space for college students. Students apply for entrepreneurship, start a company, take responsibility for their own profits and losses, formulate corporate rules and regulations, design work processes, management systems, and financial management models, and clarify the main business content of the company, such as creative design and brand planning. Teachers such as design and exhibition design are the performers of innovation and entrepreneurship education. A team of high-quality tutors can better stimulate students' sense of innovation and cultivate their entrepreneurial ability. Therefore, universities should introduce highly educated talents with strong innovation and entrepreneurship capabilities to serve as innovation and entrepreneurship instructors, teach entrepreneurship practice courses, employment and entrepreneurship guidance and other disciplines.

## 5. Conclusion

In general, in dance teaching in colleges and universities, it is necessary to combine the actual development of colleges and universities themselves, from a comprehensive understanding of the importance of dance education, analyze the current development, change the traditional dance teaching models and methods, and promote healthy development. In this process, the school should improve the innovation and entrepreneurship education plan, so that students can master the design professional knowledge and skills in a limited time, and at the same time master the knowledge and skills needed for entrepreneurship. In the sophomore year, students should master the basic theoretical knowledge of design and drawing, master CAD operation skills, and learn how to start a business, clarify the structure and operation of the enterprise, and learn the design project management method. In the second and third year, the school should seek the cooperation with design companies provides students with opportunities for training and internship.

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