

Analysis on the Reform of Dance Teaching in Primary and Secondary Schools under the New Curriculum Reform

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Abstract: The implementation of the new curriculum reform has put forward higher requirements for the all-round development of moral, intellectual, physical, aesthetic and labor of primary and secondary school students, and quality education has become the development direction of my country's basic education. However, under the pressure of higher education, many primary and secondary schools do not pay attention to it, and there is a problem of emphasizing cultural education and neglecting art education, resulting in the unsatisfactory effect of dance teaching in basic education in our country. This paper analyzes the current situation of dance teaching in primary and secondary schools in my country, and proposes the reform and development strategies of dance teaching in primary and secondary schools in China, in order to provide some reference for dance education and teaching in primary and secondary schools in my country under the new curriculum reform.

Keywords: New curriculum reform, Primary and secondary schools, Dance teaching, reform strategy

1. Introduction

In 1999, my country's new round of basic education curriculum reform was officially launched. The Central Committee of the Communist Party of China and the State Council proposed to "deepen education reform and comprehensively promote quality education". The purpose of the new curriculum reform is to build a foundation that meets the requirements of quality education in the 21st century. education curriculum system. In the new round of teaching reform, "Music and Dance" is included in the music course as an elective module in the music course setting. This article will analyze the current situation of dance teaching in primary and secondary schools, and on this basis, refine and improve dance teaching reform and development strategies, which can not only ensure the smooth progress of dance teaching activities, but also effectively improve the efficiency of dance teaching and improve the students in primary and secondary schools. comprehensive dance literacy.

2. The common problems in dance teaching in primary and secondary schools

2.1. Teaching methods are old-fashioned and monotonous

At present, the vast majority of dance teachers in primary and secondary schools are still using the traditional oral teaching method, which is more conservative and single. The first is to practice the basic skills every day. Secondly, the teacher briefly explains the basic knowledge of dance and the essentials of movements. Then the students follow the teacher to imitate and learn. Finally, they continue to practice under the background music. Such teaching methods and processes will not only make dance teaching boring, but also affect the effect of classroom teaching, thereby making dance less practical. Most dance teachers in primary and secondary schools do not pay much attention to the introduction of advanced teaching technology, and rely on their years of teaching practice experience to carry out classroom teaching activities, which leads to a greatly reduced dance teaching effect.

2.2. The students' dance foundation is uneven

Under normal circumstances, most of the students have basically never been exposed to the types of dance involved in dance teaching in primary and secondary schools. Even if some students have been

exposed, they lack systematic understanding and mastery, resulting in uneven dance foundations for primary and secondary school students, which is not conducive to The smooth progress of classroom teaching activities. At the same time, there are also certain differences in the age of primary and secondary school students, which will hinder the development of dance teaching activities more or less. Although some students have a certain dance foundation and can receive dance teaching in a short period of time, some basic dance movements are relatively complex, which will increase the difficulty of students' learning, resulting in unsatisfactory dance teaching effects in primary and secondary schools. In addition, there are also some students who have a certain dance background and master some basic essentials of dance, so they are very handy in the follow-up dance learning. In fact, the uneven dance foundation will make the individual dance learning have a relatively large difference, which will affect the development of classroom teaching activities.

2.3. The Inadequate dance teaching practice courses

At present, in the process of dance teaching in primary and secondary schools, it may be because most schools and teachers pay more attention to the explanation of non-language and mathematics, resulting in fewer dance teaching hours, especially practical courses. Dance teaching is a systematic course, which requires a long period of training to achieve the desired teaching effect. However, the time for dance teaching in primary and secondary schools is limited, and it is only a simple explanation of theoretical knowledge without supplementary practical courses. Students' incomplete grasp of dance theory knowledge seriously affects the teaching effect. At the same time, although some primary and secondary schools have set up dance practice courses, they are generally scattered or even random, and have not built a systematic dance practice course, and some primary and secondary schools even choose to improve students' performance in major subjects. Crowding the time of dance theory teaching will lead to the lack of dance practice courses, which will affect the effect of dance teaching.

3. The new course changes the dance teaching reform and the development strategy

3.1. Innovate teaching concept, pay attention to dance teaching

In the context of the new curriculum reform, the most critical step in the reform and development of dance teaching in primary and secondary schools is to innovate teaching concepts, because dance teaching itself needs to stimulate students' subjective initiative, so as to make them better participate in dance teaching. In order to achieve the expected teaching effect. As a primary and secondary school, we must fully understand and grasp the current demand for talents in the society, and pay attention to the cultivation of practical talents, so as to better meet the needs of new curriculum reform and social development. In the process of innovating teaching concepts, it is necessary to pay attention to the arrangement of practical dance courses, and to cultivate students' dance literacy and dance skills as the main teaching goal, so as to effectively improve the comprehensive ability level of primary and secondary school students.

In order to achieve the ideal teaching goals in dance teaching in primary and secondary schools, it is necessary to innovate the existing teaching concepts, pay attention to the development of dance teaching activities, and carry out targeted and systematic teaching in combination with the individual differences of primary and secondary school students. Better understand and master dance knowledge and skills, and can also apply the knowledge learned in the classroom to daily practice. At the same time, in the stage of dance teaching in primary and secondary schools, the following points should be done well: (1) When carrying out dance teaching, teachers should fully understand and master the feedback of students in the learning stage, and through intensive training to make relevant problems timely and effective (2) In the actual dance teaching stage, teachers need to pay attention to the transformation of teaching concepts, teaching content and teaching methods, so as to improve the imagination and creativity of primary and secondary school students. Effective promotion.

3.2. Highlight the subject status of students

When teaching dance in primary and secondary schools, teachers should change the traditional teaching mode with teachers as the core, and highlight the dominant position of students as much as possible, which can not only effectively stimulate the enthusiasm and enthusiasm of primary and secondary school students to participate, but also improve dance Teaching effect and students' dance literacy. At the same time, when the dance teachers in primary and secondary schools complete the

teaching tasks required by the syllabus, they also need to investigate the students' mastery of dance knowledge and skills after class, so as to better understand the defects and deficiencies in dance teaching, and give timely advice. Correction, in order to improve the dance learning efficiency of primary and secondary school students.

3.3. Enrich dance teaching methods

Based on the background of information age, new media has been widely used in the field of teaching, and has achieved relatively ideal application effect. Under the new curriculum reform, dance teachers in primary and secondary schools should make scientific and reasonable application of new media technology based on teaching practice, which can not only enrich dance teaching methods, but also improve students' enthusiasm for participation, so as to achieve the expected teaching effect. Primary and secondary schools, for example, dance teacher can use weibo, WeChat, video and other new media in order to develop the "micro class" dance teaching, still can use multimedia devices to dance teaching, using the characteristics of its intuitive, image playback of complex movements, such as flip, rotate or slowed down, it can mobilize students' auditory and visual senses, So that they can construct the sequence of dance movements in the brain, but also help teachers to explain the difficult and key dance movements, and then ensure the effectiveness of dance teaching activities.

3.4. Innovate the teaching mode of dance

Under the new curriculum reform, the country put forward higher requirements for dance teaching, independence and make it become a separate subject, the traditional teaching mode has been unable to meet their requirements, so to carry on the reform and innovation, to create a liberal, subjectification, enrichment of teaching classroom, both can highlight student's main body status, but also can improve the effect of dance teaching. For example, interactive dance teaching highlights the subject status of students and attaches great importance to their cognitive needs and physical and mental development. For students majoring in dance, basic training is particularly important. However, traditional basic training is relatively simple and often repeats the same dance movements, thus weakening students' enthusiasm for participation. At this point, teachers can integrate interactive teaching mode, which can not only enrich the fun of basic training, but also cultivate students' teamwork consciousness.

3.5. Create a good music situation

At present, most dance students in primary and secondary schools have certain defects and deficiencies in their dance performance. Although students can have a proficient understanding and mastery of dance skills and dance techniques, there are still obvious deficiencies in dance performance, which is not conducive to middle and high school students. Primary school students' future learning and development. Therefore, in conventional dance teaching, teachers can cultivate students' dance performance by creating a good music situation, and deepen students' understanding of dance knowledge and skills under the influence of emotion and language, thereby effectively improving students' dance knowledge and skills. Skill levels. In the stage of dance teaching in primary and secondary schools, teachers can also use the beauty embodied in music to further highlight the beauty in dance, and ensure the smooth progress of classroom teaching activities by strengthening the combination of music and dance. At the same time, in order to achieve the expected teaching effect, dance teachers in primary and secondary schools can also conduct dance choreography competitions to guide and encourage primary and secondary school students to perform dance choreography based on the dance knowledge they have learned, thereby effectively improving students' hands-on ability, imagination and organization and coordination. Promote the all-round development of students.

3.6. Strengthen the development of practical activities

Primary and secondary schools can set up dance troupes and hold various forms and different scales of artistic activities on a regular or irregular basis, so as to provide a platform for dance teaching and communication, and further improve students' dance knowledge and skills. Usually, in the process of body and dance training, practice activities such as group dance and body shape exercises can be carried out with the help of school morning exercises and noon activities. At the same time, dance activities can also be carried out according to the theme activities of festivals, campuses and seasons. In the colorful activities, not only can the primary and secondary school students gather together to form a joint force, but also can effectively improve the students' mastery of dance-related knowledge and skills, and then

achieve the expected classroom teaching effect. In addition, the development of dance practice activities in primary and secondary schools can also build sincere friendship and feelings between teachers and students, and between students, thereby effectively stimulating students' enthusiasm and enthusiasm for participating in dance practice activities, and deepening their mastery of dance knowledge and skills. While improving the effect of dance teaching in primary and secondary schools, it can effectively improve the comprehensive ability level of students.

3.7. Strengthen the thinking and learning of dance choreography

One is to reasonably choose the theme of dance performances. In the process of dance teaching in primary and secondary schools, teachers should rationally choose dance performances based on the physical and mental characteristics of students, and guide and encourage primary and secondary school students to understand and master correct behavioral expressions; the second is to pay attention to the combination of dance and music. Usually, dance art and music maintain a close connection, and only when they are closely combined in a certain way can they better play their respective values. Therefore, in the process of dance creation in primary and secondary schools, we should try to choose music that matches the content of the dance to ensure that students can use music to better feel the meaning of dance. It can also improve the level of students' dancing ability; the third is to consider the physiological characteristics of students. The purpose of dance teaching in primary and secondary schools is to ensure the healthy growth of young children. Therefore, in the process of dance creation and teaching, teachers should comprehensively consider their physiological characteristics while ensuring the safety of primary and secondary school students, and give full play to the imagination of primary and secondary school students by creating a good scene for them, so as to promote the overall development of students. the goal of.

4. Conclusion

With the proposal of "new curriculum standard", dance teaching in primary and secondary schools has been paid more and more attention by the society. Basic education needs to cultivate comprehensive and all-round developing talents, and dance in primary and secondary schools is a very important part of the teaching system to cultivate all-round developing talents. Under the new situation, the primary and secondary schools should continue to promote dance teaching reform and development, starting from their own teaching situation, aiming at the problems existing in the schools dance teaching in-depth analysis, and through a series of measures to reform traditional mode, formulate a set of system, perfect dance of primary and secondary schools teaching reform and development strategy, in order to improve the dance the cultivation of the comprehensive ability of students.

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