

An Analysis of the Teaching Content Reform Strategy of College Dance Education

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ABSTRACT. *With the continuous development of the concept of quality education, college education has become increasingly diverse, and the status of dance teaching has also been greatly improved. Based on the analysis of the necessity of dance education reform in colleges and universities, based on the current situation of dance teaching in colleges and universities, this paper proposes strategies for the reform of college dance teaching content. It can provide reference value for the research on dance teaching reform in Chinese universities.*

KEYWORDS: *Universities, Dance teaching, Teaching content reform*

1. Necessity of reforming dance teaching content in colleges

First, starting from the artistic nature of dance, dance has both artistic and emotional value. College dance education is more professional, and it focuses on the systematic artistic training of students. Therefore, students choose to study dance art in colleges and universities. The purpose is not only to cultivate sentiment and improve artistic accomplishment, but also to become a professional dance artist through dance training in this stage, so as to realize the inheritance of dance art in China , Cultural flow, development[1].

Various training moves in dance art contain rich emotions. In the long-term exercise process, this can not only exercise the physical beauty of the students, but also help to further improve the students' ideology and morality. College students studying dance art can help to improve students' understanding and thinking ability, and further improve the comprehensive quality of students.

The dance education in the three colleges and universities helps to promote the development of students' physical and mental health. The training of dance movements helps to enhance the students' physical fitness. At the same time, the thoughts and emotions contained in the dance art help to improve students' ability to observe and understand, and play a good role in promoting and guiding the ideological values of college students. The psychological development of college students.

2. Status Quo of College Dance Teaching Contents

Due to the short time it takes to develop dance teaching courses in colleges and universities, some teachers do not arrange the course content reasonably according to the current dance level and artistic accomplishment of students in actual dance teaching. This has led to the fact that actual college dance teaching does not provide students with artistic accomplishments. With the improvement, the dance teaching in colleges and universities can't exert its due teaching value. In addition, in the teaching of college dance courses, there are still many deficiencies in the curriculum design and the arrangement of the curriculum content [2]. Because the teacher did not understand the students' dance level and the dances that the students were interested in before the class began, the dance teaching carried out by the teachers did not fully attract the students. In the actual teaching process, there is a certain difference between the design of college dance teaching content and the actual teaching curriculum, which causes the existing dance classroom content and structure to be inconsistent with the students' actual interests. With the continuous development of the current society and culture, the information received by college students has gradually evolved toward diversification, and the types and contents of dances that college students like have also changed. Some survey results show that college students are currently most interested in modern dance and ballet. However, in the actual dance teaching in colleges, most of the content arranged by teachers is folk dance, and college dance teaching is an elective course [3]. To a large extent, some students do not value dance courses and cannot mobilize their own interest in learning, which has caused many obstacles in the actual development and teaching process of college dance teaching.

3. Strategies for the Reform of Dance Teaching Content in Colleges

3.1 Reform Principles

(1) The setting of the training objectives and training standards for colleges and universities should be based on the comprehensiveness of training and the integrity of development. On the basis of reflecting the differences in the training process of each college, the common requirements for the training process of sports dance specialty should be highlighted. The setting of training goals and specifications should be “harmonious but different.”

(2) The establishment of the curriculum content system of the sports dance major in colleges and universities should, on the one hand, take the training objective as the core, on the other hand, it should also fully consider the actual status of the actual curriculum content resources of each university, and construct a scientific and reasonable curriculum content system.

(3) In the selection of course content, the three aspects of “dual competitive”, “natural art” and “essential education” of sports dance are taken into consideration, and the principles of course content selection are used to scientifically and rationally allocate sports, art, and Pedagogy course content ratio[4].

3.2 Improve the Existing Teaching System

If universities want to promote the sustainable development of dance teaching, they should start from the current problems in dance teaching in colleges and universities, and actively reform the dance teaching system and teaching model in colleges and universities so that the emerging problems can be effectively solved. First of all, what teachers need to do is to further improve the dance teaching system according to the current situation of dance teaching in colleges and universities, and require teachers to fully understand the learning characteristics and physical coordination ability of students before class starts, and carry out targeted dance teaching according to the learning status of students[5]. For teachers, it is necessary to fully respect the differences of students and the coordination of body movements in actual teaching. Teachers should adopt the principle of teaching students according to their aptitude in the teaching classroom, so that students can use their own expertise in dance teaching in colleges and universities, coupled with teachers' guidance on student movements, I believe that students will soon be able to improve their dance level. In addition, although the dance course is an artistic course, teachers should also clarify their own teaching responsibilities in actual teaching, and consider the future development of students, so that students can use their own dance skills to learn in classroom teaching. In today's society, there is an urgent need for professional dance talents. Teachers must fully understand the current social development situation and demand for talents before the classroom begins, and focus on improving students' dance abilities in accordance with the development trends and requirements of the current era. In order to enable college dance teaching to achieve its due teaching effect and ensure the orderly conduct of the classroom, teachers can also collect some excellent teaching materials through the Internet before the dance teaching begins, and then combine the students' dance learning status to work out their own The teaching style of college dance teaching classrooms has improved the content and system of college dance teaching.

3.3 Teaching Content Stimulates Learning Interest

Since dance teaching is an elective course in traditional college education, most students consider dance to be an unsuccessful or useless subject and have not invested enough energy. In order to improve the students' impression of college dance teaching, teachers should fully tap the artistic value behind dance in the process of college dance teaching, so that students can re-understand the dance curriculum. With the continuous advancement of teaching classrooms, students will change their subjective level The attitude and knowledge of dance learning will help students to mobilize their enthusiasm and subjective initiative to complete relevant actions in college dance teaching. Teachers also need to communicate the humanistic spirit behind dance to students in actual teaching, so that students understand the role of dance teaching on it. At the same time, teachers must also actively change their teaching status in college dance teaching, and change the dominance of classroom teaching from teachers to students. In this way, it will not only help improve the student's learning status, but also help fully motivate students to learn To enable students to fully understand dance knowledge in the classroom learning process, to stimulate the fun of dance learning, coupled with the guidance of teachers on students' learning ideas, I believe that students will soon find a dance learning method that suits them, and promote students' dance level and art Feelings continue to improve. More importantly, college dance teaching should be devoted to continuously inspire students' learning interests and hobbies. In the process of dance

teaching, teachers should also actively try to change the teaching position, so that students from passive education to active learning knowledge. Let students more truly understand the fun of dance knowledge, so as to find the dance learning content that suits them, and realize the value of learning dance.

3.4 Differentiated Dance Teaching Content

In order to achieve the purpose of cultivating valuable dance talents in college dance teaching, we must improve the practicality of dance teaching and create more opportunities for students to practice dance. The goal of the college dance teaching course needs to be determined based on the grade of the students and the depth of their dance skills. For example, for freshman students, their dance theory and basic skills are relatively weak. Therefore, dance teaching in this stage should first strengthen their theoretical foundation, so that they can master the art of dance through theoretical courses. Source, determine teaching goals, and lay a good foundation for artistic practice. For higher grade students, their dance knowledge and art level have improved significantly, but the lack of practical opportunities has limited their further improvement in dance art level. Therefore, at this stage, teachers should strive for more opportunities for students to participate in dance practice, and cultivate students' ability to create and arrange dance. For senior students, they need to further strengthen their creative ability, so as to improve their comprehensive dance ability.

4. Conclusion

College dance teaching not only helps to improve students' artistic accomplishment, but also promotes the improvement of students' comprehensive quality. Therefore, college leaders must pay attention to the educational role of dance teaching to students, realize the in-depth reform of teaching content and methods, and improve the overall teaching of college dance. quality.

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