

Discussion on Teaching Method Reform Strategy of Dance Performance Major in Colleges and Universities

Dixin Zhang

Zhengzhou University of Technology, Zhengzhou, 450000, China

Abstract: *With the deepening of the development trend of economic globalization, people's aesthetic ability has been significantly improved, and dance performance majors in many colleges and universities have become hot majors for contemporary students to apply for examinations. In order to cultivate more high-quality dance performance talents at the national level, we are deepening our attention to the internal education of art majors in colleges and universities. Based on this background, this paper puts forward some suggestions for the reform of teaching methods of the internal dance performance specialty in contemporary colleges and universities for reference only.*

Keywords: *Universities; Major in Dance Performance; Teaching Methods; Reform*

1. Introduction

In colleges and universities, organizing and carrying out teaching work for students majoring in dance performance can ultimately promote students' internal cultivation and quality enhancement. Nowadays, many colleges and universities have included the reform of dance performance teaching methods in their teaching plans in order to realize the hierarchical training of professional dance performance talents. Nowadays, the reform of teaching methods of dance performance in colleges and universities has become the only way to promote the development of dance performance education towards modernization.

2. The significance of innovation in classroom teaching methods for dance performance majors

It is imperative to make timely innovations in dance classroom teaching methods. Only by making scientific and reasonable design for the teaching process of dance performance specialty, combining with the actual development needs of dance talents in the society, carrying out the teaching design work and optimizing the teaching plan, can we focus on cultivating high-level dance performers with strong quality and ability. In order to optimize the dance teaching process and improve the quality of dance teaching, teachers of dance performance specialty in colleges and universities should combine the existing teaching resources to explore the unique advantages of traditional culture. In addition, teachers also need to strengthen the innovation of individual teaching concepts, relying on the visual and intuitive classroom dance teaching methods, and contribute to the optimization of the overall teaching effect in colleges and universities.[1] The innovation of dance teaching methods helps to promote the innovation of the overall dance teaching process. When innovating the teaching methods of dance performance specialty in colleges and universities, teachers should enhance their individual innovation awareness and optimize their individual innovative thinking, even if they absorb multiple types of innovative educational theories to achieve theoretical innovation. In addition, we should pay more attention to practice, so that teaching method innovation serves practice innovation.

3. Basic principles for innovation in teaching methods of dance performance specialty

The teaching principle is the principle and criterion for the teaching work. The following principles should be followed for the innovation of teaching methods of dance performance specialty to effectively ensure the efficient and scientific teaching methods applied.

3.1 Integration of inheritance and innovation

As for the innovation of teaching methods of dance performance specialty, like other innovations, inheritance should be taken as the basis and premise, rather than the innovation of free will. While innovating teaching methods, many excellent teaching methods should be actively inherited.[2] Admittedly, inheritance is not the ultimate goal, but the means of serving the teaching work. The ultimate goal of teaching method inheritance is always to innovate. Therefore, the scientific principle of integration of inheritance and innovation should be demonstrated in the teaching process.

3.2 Principle of visualization and directness

To organize and carry out dance teaching, it is necessary to combine the concrete image with dance, and then establish the visual perception of dance movements, and then create a richer and more diversified language of dance performance art. Relying on the intuitive and visual dance teaching method, the basic form, movement and music of dance can be clearly and vividly displayed in front of students, which will help students fully grasp dance knowledge and improve their professional literacy[3].

3.3 The unity of student-centered and teacher-led

For the innovation of classroom teaching methods of dance performance specialty, students should be regarded as the main body of teaching at all times and everywhere, fully highlighting the enthusiasm, initiative and creativity of students to participate in classroom learning activities, and urging students to timely change their personal ideas from "I want to learn" to "I want to learn", from "what to learn" to "how to learn". Teachers should only play a leading role in the dance class, and should not "do big things". It is necessary to realize the unity of student-centered and teacher-led, and build high-quality classroom status and teacher-student relationship.

3.4 Unify goal and layering

When innovating the teaching methods of dance performance specialty, the goal should be to cultivate comprehensive, compound and innovative dance talents in the new era. In addition, special consideration should be given to the huge efforts needed to achieve the goal of talent training, and then the plan process should be implemented in a planned and step-by-step manner to achieve the unity of goal and hierarchy.

3.5 Unify novelty and efficiency

Novelty is only a kind of external characteristics of teaching methods. The essential purpose of highlighting novelty is to promote the overall attraction of dance teaching, and then better achieve the teaching purpose. Highlighting the novelty of teaching methods is not to innovate for the sake of innovation, but to highlight the novelty while taking into account the efficiency of teaching methods.

4. The feasible way to innovate the teaching methods of dance performance specialty

4.1 Caring teaching method

It is a new humanistic teaching method that highlights people-oriented and student-oriented to provide students with caring teaching method like family affection. This method is a new teaching method derived from the application of the traditional teaching method of teaching and learning. The professional dance performance teachers in colleges and universities should provide more care and care to students, think about what students think, feel what students feel, taste what students taste, and like what students like, grow up with students, and impart knowledge in the process of emotional exchange and bilateral interaction.[4] Dance teachers should treat all students equally, give more care and love to the poor students and problem students, try to give priority to encouragement and praise, avoid using critical language to kill students' enthusiasm for learning, and also avoid verbal sarcasm, derogation and corporal punishment. Dance teachers should strictly comply with the requirements for teachers' behavior, give students enough respect for their personal dignity and learning rights, and raise the overall teaching activities to the height of human rights. Dance teachers should position the greatest joy

and ultimate task in life on the training of new dancers, so as to make students' personal artistic achievements reflect personal moments of glory. Therefore, dance teachers should skillfully integrate the caring teaching method when carrying out teaching work for students, so as to encourage students to gain positive and good mental outlook when participating in dance practice[5].

4.2 Mixed teaching method

The basic demand for talents in the 21st century presents the characteristics of diversification and complexity. The mixed teaching method is a quite new teaching method derived from the current era, which regards the training of talents with "one specialty and multiple abilities" as the teaching goal. In terms of dance teaching, it is based on teaching to promote students to have one or more types of dance performance, and also have basic performance skills of other types of dance. Therefore, in the teaching process, we should mix and match the domestic classical dance and the western modern dance and other two kinds of cross-time dance, and mix and match the national dance, modern ballet and Latin dance and other kinds of dance, so as to cultivate students' good all-round dance performance ability and eventually grow into a versatile dancer in dance art. On this basis, we should also carry out some related teaching work in choreography, dance beauty and dance music to promote students to gradually evolve into all-round talents in the field of dance, so as to meet the diversified and complex needs of the new generation of personnel in the talent market.

It should be noted that how to construct the language and artistic conception behind dance more deeply in the process of organizing and carrying out dance teaching is a key issue for the innovation of dance teaching methods. For example, the main requirements of modern dance are strength and speed, in which it is difficult to find technical movements with higher difficulty; However, in the national dance, the movements are required to be soft and beautiful, so the difficulty is relatively greater. Many dancers should practice for a long time. Therefore, when teaching folk dance, we should absorb the strength and speed characteristics contained in modern dance, and also make efforts in the direction of dance music to make independent arrangements, so as to make it fully exude the modern flavor and highlight the inherent national flavor and contemporary characteristics of dance. Teachers should have unique insight, combine content and spirit around specific themes, create works that meet the aesthetic characteristics of the times, and rely on works to innovate teaching methods to better display national characteristics.

4.3 Simulated teaching method

Simulated teaching method is a kind of progressiveness teaching method that originates from the West and relies on modern technology to organize teaching work. It has been spread to China since the reform and opening up, and has been widely used so far, and has achieved high-quality classroom teaching results. At the same time, the application of simulation teaching method in dance teaching can also achieve the high-quality effect of "stones from other mountains are enough to attack jade". Because to solve the problem of "making foreign things serve China", simulation teaching method naturally belongs to the category of teaching method innovation.

The "simulated teaching method" mentioned here needs to rely on the teaching guidance provided by teachers. When students participate in skill training activities, they complete the simulated play of specific roles. Organizing and carrying out simulation teaching can make up for the deficiency of external conditions to a large extent. It is pointed out that it is a relatively real and high-quality training environment for students and helps students improve their professional skills. The above teaching methods appeared in the 1960s, originally originated from European and American countries, and became popular worldwide after the 1980s. For example, in the "mock court" involved in the law major, students are mobilized to play various roles above the court, so as to complete the court mock trial training activities; Another example is the "simulation training" in the sports colleges. After understanding and analyzing the environment, conditions and the strength of the other side of the competition, when organizing athletes to participate in the training, arrange the training content as close as possible to the situation of the competition, and urge students to play the performers, on-site judges, spectators, dancers and accompanists respectively, By establishing a situation close to the formal competition, students can fully feel the good atmosphere and effect of the competition.

4.4 Game-based teaching method

Applying game-based teaching method in dance teaching can not only promote students' personal

interest in learning, but also fully develop students' personal intelligence, and promote students to enhance their personal dance performance ability in a relaxed, comfortable and pleasant classroom teaching atmosphere. For example, the teacher can guide the students to sit around and start playing the common game of "losing handkerchief". No matter who falls behind the handkerchief, they need to go to the middle of the crowd for a dance performance; Another example is to hold a "masquerade dance", mobilize students to decorate different characters and animal roles, and carry out many interesting classroom game activities such as the "natural world party", "chicken and wolf dance", and "casting pearls before swine". While participating in the game activities, students can also increase the intensity of dance practice activities to achieve the preset teaching objectives.

Through tracing the development of art, we can see that art and game are closely related, and "game theory" is a representative discipline for art to explain its relationship. The founder of this theory was Friedrich Schiller, a famous German philosopher in the 18th century. After the 19th century, the famous British philosopher Herbert Spencer further expanded the connotation of this theory. In this theory, it is said that the origin of art is affected by the unique instinct of human game, which is reflected in two aspects: first, as human beings, it has excess energy; Second, many human beings are willing to devote their excess energy to recreational activities that are not practical and utilitarian. Therefore, the human instinct of game has become an opportunity for the emergence of art. When participating in the process of game activities, people's excess energy will be released and a strong sense of pleasure will be gained. In this sense, the application of game-based teaching method in the process of organizing dance teaching is actually the best choice.

4.5 Internal and external combined teaching method

The internal and external combined teaching method refers to the teaching method that promotes the coordination of mental state and physical movement. The difficult skills involved in the dance performance fully show the task emotion and can create a specific environment atmosphere. In recent years, in the process of dance teaching, attention has been paid to the integration of psychological education content. This joint trend has become a new trend of development in many countries around the world. Psychological counseling services and psychological counseling services have gradually evolved into many branches. This is true when performing dance, and also when organizing dance classroom teaching. Through the integration of internal and external dance teaching methods, students' physical and psychological state can be highly matched.

5. Conclusion

To sum up, dance performance education is a very important part in the development of quality education in China. When conducting teaching work for students majoring in dance performance, colleges and universities should be equipped with more modern learning equipment and excellent teaching team, strive to improve the supporting teaching system of dance performance, and promote diversified teaching work in depth, Then meet the requirements of the current social development for talents in dance performance.

References

- [1] Zhao J. *Strategies for teaching method reform of dance performance specialty in vocational colleges [J]. Chinese Literature and Art Journal 2021; (11): 135-137*
- [2] Yang A. *Exploration and practice of teaching method reform of dance performance specialty in colleges and universities—comment on "Exploration and reform of teaching method of dance performance specialty in colleges and universities" [J]. Education Development Research 2019; 39 (Z2): 128*
- [3] Ma W. *Research on the problems and method reform in the teaching of dance performance specialty in colleges and universities [J]. Chinese Artist 2019; (07): 234*
- [4] Yuan L. *Reform and construction of practical teaching system for dance performance specialty in art colleges [J]. Chinese Artist 2019; (11): 167*
- [5] Wang H. *On the reform and construction of the practical teaching system of dance performance specialty in art colleges [J]. University 2020; (22): 40-41*