

The Analysis and Practice of Children's Creation Dance Curriculum Teaching Problem for Preschool Education Majors in Colleges

Shuyi Chen

School of Educational Science, Lingnan Normal University, Zhanjiang, 524000, China

Abstract: *As an important part of early childhood art education, early childhood dance plays an important role in the development of comprehensive quality education for young children. By examining the current problems of the early childhood dance creation course for preschool education majors in general colleges and universities and making new design attempts for the course, this study expands the rational perspective of the teaching design of this course and constructs the teaching methods of the early childhood dance creation course, aiming to enrich students' theoretical knowledge structure of early childhood dance creation and enhance students' aesthetic ability, expressiveness, creation ability and coordination and cooperation ability of early childhood dance.*

Keywords: *Colleges and universities; Preschool education; Children's dance creation course; Instructional design*

1. Introduction

In 2020, Opinions of the General Office of the CPC Central Committee and the General Office of the State Council on comprehensively strengthening and improving school aesthetic education in the new era, propose to further strengthen the function of school beauty education to educate people and build a comprehensive education system of moral, intellectual, physical, social and aesthetic training. The preschool education stage carries out art play activities suitable for the physical and mental characteristics of young children, the higher education stage offers public art courses with aesthetic and humanistic literacy cultivation as the core, innovation ability cultivation as the focus, and the inheritance and development of excellent Chinese traditional culture and art classics education as the main content.^[1] Preschool education students are both higher education students and future preschool educators. The creation of a course on dance creation for young children is an important course for the realization of aesthetic education in universities and the training of future aesthetic teachers in preschool education. At present, most of the preschool education majors' early childhood dance choreography courses have unreasonable teaching design and lack of relevance of course content, which lead to weak choreography ability of students, lack of dance vocabulary, and choreography works that do not meet the physical and mental characteristics of young children, etc. This paper takes Lingnan Normal College preschool education majors' early childhood dance choreography course as an example to examine the problems of the course and its practical rationale, so as to improve the teaching effect of teachers and the students' ability to create early childhood dance.

2. The necessity of reasonable design of preschool dance creation curriculum for preschool education major in colleges and universities

Preschool education is an important part of Chinese education foundation, and it lays the foundation of school education and life-long education in China. As an important part of quality education, art education has been paid more and more attention by the country and by parents. Guide by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, we will fully implement the Party's educational policy, follow the laws of preschool education, implement the fundamental task of cultivating people through virtue, and develop quality-oriented education. Adhere to the moral education first, improve the level of intellectual education, strengthen physical aesthetic education, implement labor education, to lay a solid foundation for the training of socialist builders and successors with all-round development of moral, intellectual, physical, aesthetic and labor. Therefore, aesthetic education is also one of the key modules of preschool education, and dance education is an important

part of children's aesthetic education, which plays an important role in the development of children's quality education. Excellent children's dance works can not only bring physical and mental pleasure to preschool children, but also make children's morality, intelligence, physique can be improved. The development of modern society needs to train professional preschool teachers with high dance teaching and creative skills.

The reasonable design of the preschool early childhood dance creation course in colleges and universities can improve the students' artistic quality comprehensively, cultivate future early childhood teachers who can fully grasp the age and learning characteristics of young children for targeted and timely dance education, and properly understand the methods of early childhood dance creation, combine the daily life, physical and mental characteristics of young children, choose suitable music, and create vivid images with Children's funny, Children's happiness, Children's fantasy and Children's knowledge. The students will master professional and systematic skills of creating dance for young children in order to better undertake the work of teaching dance for young children after graduation.^[2,3]

3. Research of preschool dance creation curriculum for preschool education major in colleges and universities

3.1 Students' basic ability of children's dance creation is weak

The source of preschool education major students in colleges and universities is admitted according to the results of the college entrance examination, who before the undergraduate study is learning liberal arts or science. Although they are of the similar age, each student's artistic accomplishment, love for dance, personality and psychology vary from person to person.

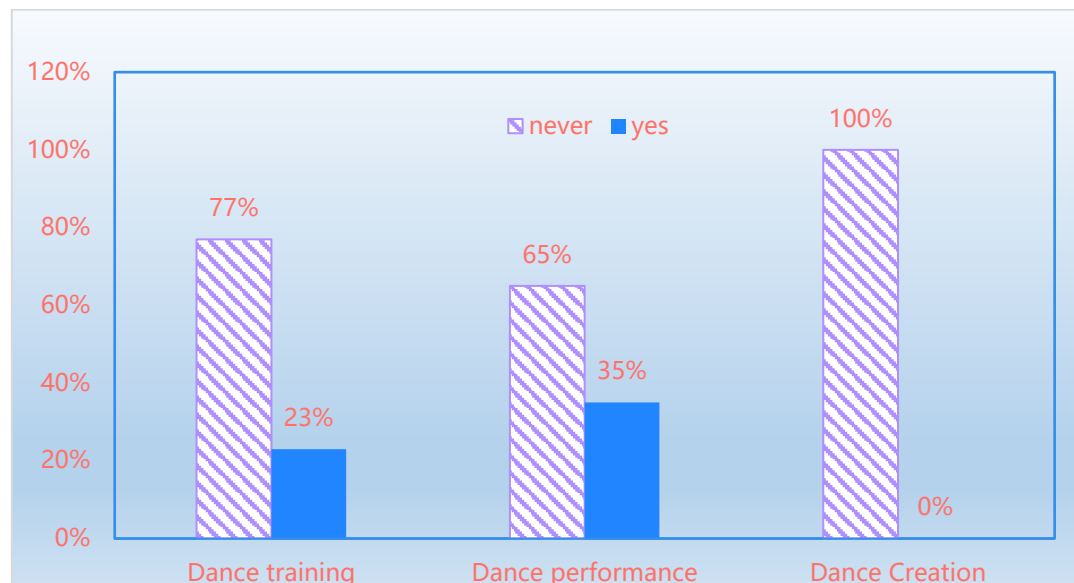


Figure 1: Dance Experience of Preschool Education Majors

The students' experience of children's dance creation is very little and the ability is weak. In most universities in Guangdong, girls account for 80% of the class of preschool education major. And their physical conditions are different. Their body is tall, short, fat and thin, and most students have hunchback, bend forward at the waist, uplift the ass and other bad posture. Most students come from second and third-tier cities, and there are a large number of students from the countryside. Most students have no basic level in dance and have never received any professional training or dance performance activities. Their dance foundation is weak, even think dance is simply doing the splits or back bending, having a cognitive bias against dance. Dance is a whole new field for them. A small number of students have participated in dance training in off-campus training institutions, and participate in dance performances or competition activities, having a certain foundation of dance major, but they have never had the experience of creating dance works, the details are shown in Figure 1. Therefore, the vast majority of students majoring in preschool education have tried dance creation for the first time. Overall, the vast majority of preschool students have never been attend to art courses and are learning to create dance for the first time, what's more, combined with their introverted personalities, lack of open-mindedness, lack of creative inspiration and ability to rehearse their works,

which leads to nervousness and anxiety, and can be psychologically burdensome in early childhood dance creation courses.

3.2 The teaching content of children's dance creation curriculum lacks of specific evaluation

University preschool education major training goal is to cultivate teachers, education staff and preschool education product research and development and promotion personnel who have high moral character, sound personality, and good comprehensive quality, qualified for preschool education teaching requirements of professional knowledge and skills, advanced education concept and education theory accomplishment, with high education practice ability and development potential of preschool teaching research and management. As an important part of the professional skills of preschool education, dance requires kindergarten teachers to be able to provide targeted and timely dance education according to the age and learning characteristics of young children, and at the same time, they must master the methods of creating dances for young children, observe the daily lives of young children in depth, create vivid images according to the physical and mental characteristics of young children, and choreograph dances for young children with Children's funny, Children's happiness, Children's fantasy and Children's knowledge.

According to the author's research and survey, the current amount of class hours of dance courses in preschool education majors in general colleges and universities is rarely, and there is a lack of professional teachers and a systematic teaching framework. In terms of teachers, most preschool education departments in colleges and universities employ teachers from dance departments or external teachers to attend classes and the course content is relatively simple and casual. Before the popularization of basic theoretical knowledge of dance. And the dance skills teaching is directly taught before any popularization of basic theoretical knowledge of dance. The course content mainly focuses on the basic training of various types of dances, and the course content lacks the overall training of dance art quality, and is not effectively set up for students' future teaching objects, ignoring the importance of dance education in students' future working career. For example, in the early childhood dance choreography course, the course content is not arranged in a step-by-step manner, but allows students to freely choose the content they are interested in as the theme to carry out simple early childhood dance choreography, lacking a systematic and reasonable teaching output. Due to the lack of theoretical basis for dance choreography, students think that dance only needs to move the body, split the fork and lower the waist, and the body and mind are not united, resulting in students' choreographed dance works for young children are only simple body rhythms, lacking inner emotion. The dance course of preschool education majors should cultivate students' aesthetic ability, early childhood dance creation ability and artistic literacy on the basis of skill training, so that students can have the ability of early childhood aesthetic education.

3.3 The dance vocabulary is relatively scarce when students shape the dance image

The ultimate goal of a dance is to express emotion through body language. ^[4] However, in the dance courses of preschool education majors in most colleges and universities, more attention is paid to the basic dance combination exercises, aiming to let students learn to combine, and do not pay attention to emphasize the correct specifications and connotation of dance movements. Ignoring the accurate expression of dance emotions, it is difficult for students to understand the inner essence of dance, do not know how to express their emotions with appropriate dance vocabulary, and their ability to shape their images with dance movements is weak. The teaching objects for the students majoring in preschool education will be the children whose physical and mental development is not complete, and muscle ability is weak. Therefore, the students, lacking a comprehensive knowledge of dance movements, will not know how to choose movements that meet the child's physical development, and will not be able to shape the child's cognizable dance image, and the works created will also lack infectiousness.

4. The practice of children's dance creation curriculum for preschool education major in colleges and universities

Children's aesthetic education should conform to the children's body structure and age characteristics, and dance is an important part of aesthetic education. It is necessary to use artistic works full of innocence and childlike interest to influence children silently, so that they can feel beauty and happiness, and gain knowledge in the process of dancing. Preschool education is the first

transmitter of children's dance education, therefore, they need to have a certain artistic accomplishment, dance theoretical knowledge, dance skills and choreography ability, in order to create children's dance with childlike fun, fantasy, knowledge and music, so as to achieve the real aesthetic education effect. Therefore, children dance create curriculum setting for preschool education majors in colleges and universities is very necessary. The author create the below course teaching design according to the six steps children dance creation in the children dance creation process : overall conception developing -- material creating -- structure designing -- music choosing -- action arranging -- stage presentation, for the following teaching design, the details are shown in table 1:

Table 1: Scale setting of the course content

Order number	Course content	Class ratio
1	The popularization of dance theory knowledge	1/16
2	The appreciation of children's dance	1/16
3	Excellent children's dance repertoire learning	1/8
4	Theme creation	5/8
5	Stage display of children's original dance works	1/8

4.1 Popularizing the knowledge of the basic theory of dance and the theoretical knowledge of children's dance creation

Children's dance creation curriculum should be composed of both theory and practice. Among them, the contents of theoretical teaching mainly include: the basic theory of dance, the popularization of children's dance creating and arranging theoretical knowledge, and mastering the basic knowledge of human body structure. Dance basic theory and the popularization of children's dancing creating theory knowledge can let students understand the characteristics of dance, history and culture, styles, etc. Students master the way and basic principles of children's dance creating, which can widen their dance knowledge, master the method, and improve the students' humanistic quality, but also can achieve the purpose of the aesthetic education of college students.^[5]In addition, it is also important to understand children's physical and mental development, children's body is in the critical period of growth and development. Children's bone development is not mature enough, if the design of the action is not standard or the intensity range is too large, it will cause certain harm to children's body, affect the healthy growth of children. By mastering the basic knowledge of human body structure, the students can better understand their student body structure, so as to create appropriate and reasonable children's dance movements.^[6]

4.2 Enhancing the students' aesthetic taste of dance through children's dance appreciation

Dance is an intuitive art, and dance appreciation is one of the most effective ways of aesthetic education.^[4]After teaching students related choreography theory knowledge, the author selected excellent children's dance works for commenting and analyzing deeply. Dance appreciation cultivates students' sentiment and enjoying the pleasure of appreciating beautiful things, but also enables students to know how to analyze dance works, comment on dance works, and understand the inner thoughts and feelings expressed by dance works. Through the theory to the visual and auditory intuitive experience, let the students fully understand the truth, goodness and beauty of dance, improving students' overall aesthetic taste of dance. At the same time, let the students have a deep understanding of how to determine the theme, design the dance, choose the theme, design structure, enrich their dance vocabulary, and broaden the students' dance thinking, to lay a foundation for their later study of the choreography techniques and the creation of dance works.^[7]

4.3 Enriching students 'dance vocabulary by learning excellent children's dance repertoire

All human learning begins with imitation, and so does dance. After students have a deep study of the concept of dance from visual and hearing to thinking, they should start to practice. Let the students use their spare time to learn excellent children's dance works in the classroom display, can truly feel the dance form in unity(See Figure 1) .In the process of imitation, students need to deeply analyze and imitate the dance works. First of all, we should learn the dance movement form, rhythm, scheduling, and stage design, etc. to imitate the external form of the dance in place. Secondly, in the process of dance, the thinking of dancer should be clear, from the dance theme, performance, structural design, plot cohesion processing, and emotional expression, to perceive the connotation of the dance works, and resonate with the dance works. Finally, learning to summarize, through learning the theoretical

knowledge of dance, in-depth dance appreciation and performance experience, extracts the creation methods and ideas of excellent dance works, and create excellent children's dance works with rich connotation.

4.4 Stimulating the students' creative thinking through the rich children's dance creation theme

The ultimate goal of developing children's dance creation course is to promote children's physical and mental health, so as to achieve the effect of aesthetic education. Children's dance works should meet children's aesthetic needs, be close to children's life, and meet children's interests which requires the director to stand in the children's point of view to think about the problems, to show the children's real life, so that the children's dance can resonate with the children. Preschool education professional students are different from dance professional students, even from the length of learning to the intensity of the dance is relatively small, and dance vocabulary is less, so teachers need to use theme that closer to children's life and image, combining with content of creating techniques, and the difficulty of theme gradually increases, from a single rhythm to plot design, so that students can gradually understand the children's dance creation method, design a suitable dance vocabulary for children to perform and appreciate to shape the image and express emotions.

The first creation theme of the children's dance creation course, which can let the students choose a kind of animal or plant as the observation object to create a rhythmic dance combination. In this topic, teachers and students will analyze what is rhythm, learn how to gain insight into life from children's perspective, find motivation, and create rhythm.

The second stage starts from children's life, creating music games or taking things in children's life as the theme, and gradually begins to require a relatively clear dance structure of dance works. ^[8]For example, music games, the overall structure should be well organized and the rules and process of the game should be shown, exercises creating logical thinking of students, and constantly inspire students how to skillfully reflect the childlike fun of children's dance. During the process of playing games, using the form of dance image to show the children's life of interesting episodes and story conflicts, improves the expression of the works.

In the later stage of the course, themes that blend with other art can be added, such as good music, paintings or fairy tale literature selected by teachers, so that students can find inspiration in other art works, and develop students' creative ability, and students can create dance images in an unrestrained way. ^[9]Through the integration of creation with other art categories, students can exercise students' dance creation ability, but also analyze all kinds of literary and artistic works, transform other artistic images into children's dance images, and improve students' overall dance expression, artistic aesthetics and creative thinking. The children's dance created by the students based on the literary work "Children's Fishing" shows that in the vibrant nature, a serious little boy is quietly fishing, the fish at the bottom of the water, the lotus on the lake, and the children who are seriously fishing form a rich picture of children's interest in three dimensions, finally, the good quality of the children who successfully catch the fish and then release it reflects a beautiful state of harmonious coexistence between man and nature. Through the art form of dance, children can achieve the aesthetic effect of moistening things silently. Through the integration of choreography with other art disciplines, students can exercise their creative dance skills while also analyzing various literary and artistic works, transforming other artistic images into dance images for young children, and improving their overall dance expression, artistic aesthetics, and creative thinking.

Finally, it is possible to propose themes that are socially relevant and educational, such as anti-epidemic, environmental protection, traditional Chinese festivals. Self-protection awareness and dreams. Let the works created by students be more children's perception of the world. Taking dance as a means of education presents a deeper theme. For example, in the theme of environmental protection, some students will put the current popular garbage classification as the theme, with dance to show the significance of garbage classification and education of garbage classification for children; and in the traditional Chinese festival theme, some students choose the Double Ninth Festival as the theme, education children to have the spirit of respecting the elderly, which combine the children's dance with ideological education skillfully in short. The children's dance "Give You a Little Red Flower" created by the students according to the cases of sexual abuse of children in the real society, warns parents and preschool education to strengthen safety education, take responsibility for custody, actively cultivate children's self-protection ability, and accumulate experience of protecting themselves!

In conclusion, in the teaching practice of thematic choreography, we should set different themes to

develop students' choreographic potential according to the actual situation of the students and the current social hot topics. Students can master the choreography techniques in various themes of choreography, and create children's dance works that are in line with children's physical and mental development and aesthetic pursuit, rich in Children's funny, Children's happiness, Children's fantasy and Children's knowledge, and can resonate with children, the specific process is shown in Figure 2.

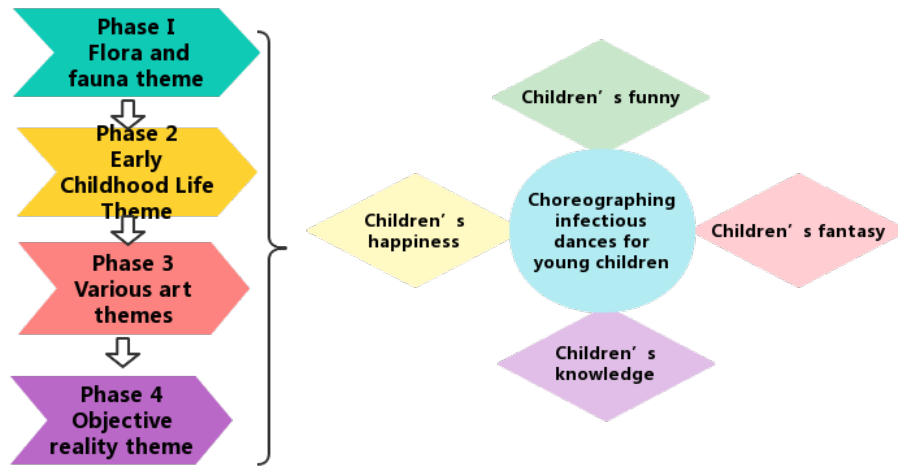


Figure 2: Children's dance creation course theme intention

4.5 Improving students 'dance expression and enthusiasm through the display of original children's dance works

An excellent choreographer, in addition to have a good dance creation ability, but also have a good organization rehearsal ability. At the end of the course, the stage performance of excellent children's original dance works is set up as the basis for the final course assessment and evaluation. Through the performance of the works, students can get a comprehensive exercise. First of all, students need to create the dance through the conception, and then rehearse the dance works. In this process, students can exercise their ability to rehearse, get along with others and cooperation. Second, after the rehearsal, the students need to prepare stage display preparation, to design or choose the appropriate costumes, design hairstyle, makeup and stage effect, etc., which can well exercise the students' overall artistic aesthetic ability and stage expression. Third, after completing the rehearsal of children's dance works, each director needs to design the theme and the conception of the performance, the program sorting and the publicity of the performance, so as to improve the students' comprehensive creative thinking and organizational ability. Finally, in the performance process of the party, the perfect cooperation in front of and behind the scenes could exercise, the students' stage control ability.



Figure 3: Design ideas for the creation of dance curriculum for preschool education majors

Through the stage party performance, students dance learning achievements have a platform and opportunity to perform, not only can let the students surrounded by applause on the stage feel the wonder and happiness of dancing, also can built the students' confidence, recognize their own achievements, and accumulate stage performance experience, enhance the awareness of cooperation. After a semester, students fully experience the process from conception finding, creating, modifying, and organizing, to stage presentation. It is also a valuable experience accumulated for students majoring in preschool education in the future dance education work, the course design idea is shown in Figure 3.

5. Conclusion

Through the practical teaching of preschool dance creating and arranging course in preschool education major, author uses scientific teaching ideas and professional dance qualities, refines and innovate the curriculum objectives and teaching content. Students majoring in preschool education through preschool dance creating and arranging curriculum learning to be a children's dance choreographer, experience the process of children's dance work from sprouting to the entire work, while fully feeling the influence of art, which let the students obtain professional knowledge of childhood dance creation to improve the ability to create children's dance editing, the ability to rehearse preschool dancing, and the ability to perform children's dance. Moreover, students learn to feel the beauty, create beauty, express beauty, and spread beauty. Students majoring in preschool education in the future dance education career, can better serve Chinese preschool dance education, so that children can better accept the influence and irrigation of aesthetic education and grow healthily.

Acknowledgement

2018 Lingnan Normal College Humanities and Social Sciences Research General Project (WY1926) "Teaching Design of Early Childhood Dance Choreography Course in Preschool Education of General Universities".

References

- [1] The General Office of the CPC Central Committee, the General Office of the State Council (2020). *Opinions on comprehensively strengthening and improving school aesthetic education in the new era* [EB/OL]. http://www.moe.gov.cn/s78/A01/s4561/jgfwzx_zcwj/202010/t20201019_495584.html
- [2] Jing Qiu (2013). *Dance and children's dance creation* [M]. Zhengzhou University Press. PP. 15.
- [3] Lu Yang (2014). *Children's dance creation* [M]. Shaanxi Normal University Press. 2014: 3-26.
- [4] Long Yinpei, Xu Erchong (2012). *An introduction to dance art* [M]. Shanghai Music Publishing House. PP. 1.
- [5] Na-ye Kim (2016). *Identifying choreographic knowledge: choreographic techne and phronesis* [J]. *Research in Dance Education*, NO. 17 (1), PP. 42-59.
- [6] You Xi (2021). *Research on the improvement strategy based on early childhood dance body movements* [J]. *Journal of Zunyi Normal University*, NO. 23 (05), 154-157 + 164.
- [7] Peng Yuanqiong (2022). *Research on the cultivation of students majoring in preschool education* [J]. *House Drama*, NO. 22, PP. 158-160.
- [8] Ya Dan (2016). *Brief Discussion on the Significance of Music in Dance Creation* [J]. *Studies in Sociology of Science*, NO. 7 (2), PP. 50-54.
- [9] Shuang Gao (2020). *Inspiration mechanism of dance creation based on brain subconsciousness theory* [J]. *Revista Argentina De Clinica Psicologica*, NO. 29 (1), PP. 453.