

Research on Cultivating Students Aesthetic Ability in Dance Teaching

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Abstract: *In recent years, with the great development of dance art, dance teaching has also made progress and improvement in essence. Dance teachers should emphasis on students' cultivating aesthetic ability adequately through clear the teaching goal and reform teaching mode thus ensure students to grasp the style of dance works, show the essence of dance works and promote dancing teaching to a new level.*

Keywords: *Dance teaching; Aesthetic style; Aesthetic ability; To cultivate*

1. Introduction

As an important way to cultivate students' artistic appreciation ability, dance teaching is of great significance to promote students' all-round development of morality, intelligence, body and aesthetics. Dance teaching is a comprehensive art integrating music, body movements and body language. It conveys silent emotions through the expression of body movements. Enable students to strengthen the mastery of dance art style, enhance students' aesthetic ability from the artistic point of view. Current country colleges and universities dance teaching in teaching material compilation or in the dance design has its own characteristics, make up for the traditional dance teaching only pay attention to physical training, greatly improve the students' aesthetic ability, more emphasis on training students in the dance art appreciation ability, to promote the student the beauty of morality, intelligence and physique full scale development is of great significance.

2. The value of dance teaching to cultivate students' aesthetic ability

2.1 Enhance students' aesthetic ability of dancing

Intuitively, dance is a physical performance activity, and each dance posture has distinct skills and artistry, which can bring unique visual beauty to people. In the course of dance teaching, teachers must cultivate students' cognition and evaluation of specific dance posture so as to improve their aesthetic ability. For example, the teaching of classical dance involves students' aesthetic appreciation of the training contents in four aspects: form, spirit, strength and temperament. The "form" of classical dance can cultivate students' aesthetic feelings of smoothness, elegance and freedom presented by twisting, tilting, turning, bending, bending, turning and rolling. The "god" of classical dance can train students to experience the beauty brought by series of performances such as "the form is not moving, the god leads first, the form has stopped, the god does not stop". The "strength" of classical dance can cultivate students' sense of rhythm brought by dance performance: stillness in motion, stillness in motion, tightness but not disorder, relaxation but not slow. The "right law" of classical dance trains students to feel the smooth and flowing effect in the spontaneous and spontaneous performance. "Antinomy" trains students to feel the strange peaks repeatedly, unexpected and confusing feeling in the performance process of "leaning on every impulse, closing every opening, wanting to leave first and right first".^[1]

2.2 Strengthen students' aesthetic ability of emotional comprehension

In essence, dance is a kind of performance art that conveys feelings with the help of body movements. Any excellent dance work contains deep emotions, which can make the audience have personalized emotional experience and even trigger the emotional resonance of the audience. Dance teaching activities can cultivate students' ability to feel emotion and even express emotion through dance posture, so that they can accurately grasp the emotional theme of dance, deeply understand the

role image created by dance, and then produce emotional beauty experience. For example, students can deeply appreciate the director's love for the static beauty of the terra-cotta women of the Tang Dynasty from the dance Tang Seal. From a series of static dancing poses presented at the beginning of the dance to the dancing poses posed after the dancers "return" to the statue of the waiting girls at the end of the dance, they are extracted from the real Figures of the tang dynasty, and vividly displayed on the stage in the form of dance, showing the diverse life of women in the Tang Dynasty.

2.3 Enhance students' artistic and aesthetic ability

Dance teaching activities can guide students to actively explore and appreciate excellent dance works in their daily life, to feel the beauty of dance techniques and feelings from dance works, and to feel the unique beauty of stories from dance narrative content, so as to enhance students' artistic aesthetic ability and aesthetic pursuit. Dance teaching activities have the characteristics of extensional aesthetic education, which can improve students' aesthetic pursuit of dance-related works, such as dance drama, opera and musical, on the basis of cultivating students' aesthetic ability of dance. These stage performances have artistic characteristics, which can promote students to have more rich and diversified artistic aesthetic taste on the basis of dance learning, and further improve their aesthetic taste. [2]In addition, dance teaching activities also have the characteristics of connotation aesthetic education, in the process of dance teaching activities will involve the experience of background music rhythm, emotion, charm, students can better carry out dance training and performance activities in the atmosphere created by background music and stage Settings.

3. The present situation of aesthetic ability cultivation in dance teaching

3.1 The lack of emotional education in dance teaching

Dance is an art form of emotional expression based on body movements, and emotional catharsis is the soul of dance art. Emotional education is an important part of education, but it has not been established as an independent subject, so schools and teachers do not pay attention to it, resulting in the lack of emotional education in dance teaching. Under the background of exam-oriented education in Our country, many dance teachers often fail to realize the necessity of emotional education. Teachers should pay attention to the psychological problems and emotional needs of students when teaching. Why are students not interested in learning? Why are you absent-minded in class? And so on, are the phenomenon that teachers should pay attention to, which is precisely because of the lack of emotional education in teaching, so that the teaching effect and teaching objectives are not reached normally. In the teaching process, it is extremely necessary to realize the importance of emotional education, which can fully mobilize students' interest and initiative in learning, and understand "dance art" at a deeper level.

3.2 The traditional dance teaching mode lags behind

Aesthetic ability is a more abstract ability, students want to have this ability must have divergent thinking and strong creativity, and the part of the dance teaching is still relatively backward and conservative teaching methods, teachers often only pay attention to students' action standard, skill, fluent, and to a certain action and dozens of practice, the interpretation of mechanical Such dull classes frustrate students' learning enthusiasm and affect their interest in learning. It is difficult for students to take the initiative to learn dance and grasp the beauty and connotation of dance, so as to create and appreciate it. In addition, part of the classroom teaching is given priority to, not combined with practical activities, so that students' creativity, aesthetic ability is bound, can not be effectively exercised and strengthened. The teacher did not guide the students to integrate the works of art with their own emotions, making the works less vitality. [3]This is one of the main reasons why students majoring in dance lack aesthetic ability.

3.3 The lake of the cultivation of aesthetic ability

Nowadays, part of dance teaching still pays attention to "teaching by words and actions", which often ignores the cultivation of aesthetic ability of students majoring in dance, hinders the all-round development of students, and makes the dance curriculum be greatly hindered on the road of development. The aesthetic ability of students is very important in both art and non-art courses. For

example, the beauty of poetry and artistic conception in Chinese and the beauty of truth in physics all require the eyes to discover beauty. Therefore, in the teaching process should not copy, but should adopt hierarchical teaching links and emotional teaching methods, so that students' aesthetic ability can be really improved. It is because of the low emphasis on the cultivation of students' aesthetic ability in teaching that most of the strategies that can effectively cultivate students' aesthetic ability are difficult to be effectively implemented in dance teaching.

4. The method of improving the aesthetic education of dance

4.1 Definite teaching aims

Clear teaching objective is the premise and foundation of the whole dance teaching. In the past, influenced by many factors such as history, the teaching goal of dance was based on knowledge and skills, that is, to understand the content of the work and be able to perform dance skillfully. This goal is important, but it is not the whole story. It makes the learning of dance work stay at the level of knowledge and skills, but ignore the emotional connotation, cultural implication, aesthetic style and so on. Therefore, the cultivation of aesthetic ability should be regarded as an important goal of dance teaching. Guided by this goal, it is necessary to sort out the ins and outs of the dance works in detail, to figure out the characteristics of each movement from the ground up, and truly show the unique style of the work. Take the Peacock dance of the Dai nationality as an example, in terms of the goal of knowledge and skill, that is to perform the dance fluently. But if stop at this goal, then most of the students' performances are tangible without god, it is difficult to show the Dai people's love for the peacock this "holy thing", more difficult to let the audience feel on the stage is a vivid peacock. On the contrary, if the aesthetic goal is set, students will have a deep understanding and experience of why to imitate the peacock, what is the typical posture of the peacock and a series of issues, and perform in accordance with this understanding and experience in the process of performance, and the aesthetic style is established in this process. Therefore, as a dance teacher, we should really realize the importance of aesthetic ability and take it as an important teaching goal. In the process of realizing this goal, students' emotions, attitudes, values, as well as exploration ability and cooperation consciousness can be fully strengthened. And the knowledge and skill goals that have been the focus of teachers before can also be achieved with high quality.

4.2 Establish correct aesthetic standards

The important step to improve the educational method of dance aesthetic education is to establish the correct aesthetic concept. First of all, it is an important task of dance education to help students to establish correct aesthetic perception, outlook on life and values, and to cultivate students' ability to appreciate beauty. This request university dance in the dance teaching, the teacher should enhance the creation experience, telling students works express ideas, in today's society's wrong understanding of beauty, pay attention to beautiful appearance and ignore heart discussion, only accurately understanding, identify the beauty in your life, can we gradually set up the correct aesthetic view and aesthetic ideal, Cultivate students' good mind and noble sentiment; Second, dance teachers should cultivate students' skill beauty consciously and purposefully, and popularize and develop the cultural and scientific value and aesthetic value of aesthetic education through dance teaching. For example, in dance teaching, there are many dances that carry forward the red culture and promote the classic stories of Chinese history. Teachers should improve students' understanding of the essence of red culture in dance teaching, so that students can increase their emotional input under the influence of red culture and better complete dance movements. Establish the correct aesthetic sense, make students clear the true meaning of beauty, and then cultivate the ability of students to appreciate beauty.

4.3 Reform the teaching model

For a long time, dance teaching has been dominated by the teaching mode of oral teaching, which is determined by the characteristics of dance teaching, but also can fully ensure that teaching along with the teacher's established plan. However, from the cultivation of aesthetic ability, the disadvantages of this teaching mode are also obvious. Because dance teachers lack aesthetic ability and consciousness, they will ignore aesthetic link in teaching design, and teach the teaching process of narration and demonstration, so that students have neither aesthetic consciousness nor learning opportunity. Therefore, this teacher-oriented teaching mode is no longer suitable for the current teaching needs, and

it is urgent to introduce some new and scientific teaching modes into teaching. Such as dialogue teaching model. This is a teaching model that emphasizes "saying" rather than "doing". That is, before teaching, teachers and students should have an equal and in-depth exchange on the learning content, especially from the perspective of aesthetic interpretation of the works. For example, before learning Mongolian dance, you can first discuss with students, such as what are the main characteristics of Mongolian dance; What emotions do Mongolian people want to express through dance? As a performer, how to highlight this style. Teachers can give students sufficient space to express their views and feelings after raising questions, and give targeted guidance. Based on this feeling and understanding, the subsequent performances are also artistically appealing. Another example is the teaching mode of collecting wind in the field. Dance teaching should not only stay in the classroom, but also go out of school and come to the birthplace of dance to learn about the development of this dance and the influence of region and folk customs on its artistic style, and then perform on the scene. Through this kind of fieldwork, students can be guided to really know what is and why, and consciously display the aesthetic style of the dance in the performance. Therefore, we should take the innovation of teaching mode as a breakthrough to promote the cultivation of students' aesthetic ability.

4.4 Bringing new media technology into full play

With the rapid development of modern science and technology, people are more dependent on modern science and technology. In colleges and universities, new media has become a necessary teaching tool in many classroom teaching. The special and professional dance teaching should keep pace with The Times, and the elements of science and technology must be integrated into the dance teaching, as well as the cultivation of students' aesthetic ability. Therefore, when we teach dance appreciation courses, we should give full play to the auxiliary role of multimedia in teaching, fully show the efficacy of new media technology, and make the rich and effective new media become a strong support for dance professionals to improve their aesthetic ability. 5 g era has brought challenges and opportunities to dance teaching, the teacher may through VR immersion teaching in virtual reality technology, bold breakthrough the original teaching mode, with the help of a high rate, high efficiency of 5 g network platform, thus forming the integration of education in the new situation, to establish the teaching cloud database, storage of high quality resources, synchronized to the demand of strip, For example, in remote villages, poor mountain villages and other poor areas where normal teaching cannot be carried out, these intuitive materials can be used to improve students' cognitive ability and establish a broader dance teaching platform.

5. Conclusion

To conform to the requirements of The Times and cultivate the compound talents needed by the society is a problem that should be paid attention to nowadays. Starting from the importance of aesthetic ability cultivation in dance teaching, this paper expounds the current situation and relevant countermeasures of aesthetic ability cultivation in dance teaching, so as to call for more attention to the cultivation of aesthetic ability in dance teaching process and nurture talents needed by modern society.

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