

Research on the Teaching Reform of Dance Curriculum from the Perspective of Core Literacy Cultivation

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Abstract: Dance education, as an important content of art curriculum teaching, can not only cultivate students' professional skills in dance, but also construct students' aesthetic cognition of dance and humanistic literacy, so as to improve students' comprehensive quality in dance education learning. In order to adapt to the requirements of core literacy development, we now propose a research on the reform of dance curriculum teaching under the perspective of core literacy development. First of all, the concept of core literacy training is analyzed, and the current situation of dance teaching in sports colleges and universities is analyzed from the three aspects of profession, curriculum and teaching courses respectively. Finally, the specific path of dance curriculum teaching reform is analyzed, including clear discipline positioning, perfecting the teaching system and cultivating high-level artistic talents. The aim is to meet the requirements of society on the professional skills of dance talents.

Keywords: core literacy; dance teaching; teaching reform; path exploration

1. Introduction

Core literacy refers to the necessary character and key abilities that students should possess in the process of receiving education, and which can be adapted to the needs of lifelong development and social development. Core literacy includes knowledge and skills, emotional attitude, values and other aspects of quality, emphasizing the overall development of students. Under the perspective of core literacy, the teaching reform of dance curriculum should focus on the comprehensive quality and innovation ability of students, and improve students' aesthetic awareness, art appreciation and innovative thinking [1]. At the same time, it should pay attention to the cultivation of students' emotional attitude and values, so that students can have a positive attitude and correct values. With the progress of society and the continuous development of education, the cultivation of core literacy has become an important direction of education reform. Core literacy not only includes knowledge and skills in the traditional sense, but also emphasizes students' comprehensive quality and creative ability. As an important part of art education, dance course has an irreplaceable role in the cultivation of students' aesthetic sense, innovative thinking and comprehensive quality. However, there are some problems in the teaching of the current dance curriculum, such as the single teaching mode and students' passive acceptance of knowledge, which are difficult to meet the requirements of core literacy development. Therefore, it is of great significance to study the teaching reform of dance curriculum under the perspective of core literacy cultivation. At present, education reforms in countries all over the world emphasize the cultivation of students' core literacy, and our country is also continuously promoting education reforms, emphasizing the overall development of students. Art education, as an important part of quality education, plays an important role in cultivating students' aesthetic sense, innovative thinking and comprehensive quality. Dance course is the core course in art education, but in the traditional teaching of dance course, teachers tend to focus on students' skill training and neglect students' comprehensive quality and innovation ability cultivation [2]. This teaching mode can no longer meet the needs of modern education, so it is necessary to reform the teaching of dance courses to meet the requirements of core literacy development. This study takes the teaching reform of dance course under the perspective of core literacy cultivation as the research object, which has important research value. Firstly, teaching reform can improve students' comprehensive quality and innovation ability, and promote students' comprehensive development. Secondly, the teaching reform can improve the teaching quality of dance courses and make the teaching more in line with the requirements of modern

education. Finally, this study can provide reference and reference for the teaching reform of other art courses and promote the overall development of art education. In recent years, scholars at home and abroad have conducted extensive research on the teaching reform of dance courses under the perspective of core literacy development. Some scholars have put forward the teaching concept of "student-centered", focusing on students' active learning and cultivation of practical ability; some scholars have explored diversified teaching modes and methods, such as case study teaching, scenario teaching, inquiry teaching, etc., in order to stimulate the students' interest in learning and improve the quality of teaching ^[3]. In addition, some scholars have studied the cross-fertilization between dance courses and other disciplines to cultivate students' comprehensive quality and innovative thinking ability. These research results provide useful references and lessons for our study. In conclusion, the research on the teaching reform of the dance curriculum under the perspective of core literacy cultivation has an important research background, research value and research significance. Through this study, we can explore the teaching mode and method of dance curriculum suitable for the cultivation of core literacy, improve the quality and effect of teaching, and promote the overall development of students ^[4].

2. Conceptualization of core literacy

The concept of core literacy is not made up of thin air and formed by chance, but is a continuous integration of multidisciplinary and multidisciplinary synergistic research, mainly focusing on the issue of "what kind of people to cultivate and how to cultivate people", which has been paid attention to by international organizations and countries all over the world since the 1990s. In 1997, the Organization for Economic Co-operation and Development (OECD) firstly proposed the concept of "core literacy" and initiated a transnational research project on "defining and selecting literacy", which constructed an overall conceptual framework of core literacy based on theory and practice to provide reference information for policymakers. Subsequently, countries in Europe, America and the United Nations Educational, Scientific and Cultural Organization (UNESCO) issued documents on core literacy, which became the curriculum framework for important learning areas to promote curriculum reform, and gradually shifted from a single focus on subject content and teaching effectiveness to the cultivation of core literacy and the shaping of core competencies in subjects in the education process. The construction of core literacy frameworks by international organizations and many countries has set off a wave of educational reform centred on the quality of human resources, and has even become an important issue and development trend in the fields of education policy, education practice and education research worldwide ^[5].

The concept of "core literacy system" first appeared in the Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Establishing Virtues in People issued by the Ministry of Education of China in 2014, focusing on the knowledge structure, necessary character and key competencies that should be cultivated by students in the process of education to meet the needs of their own lifelong development and social development. In September 2016, the general framework of the "Research on the General Framework of Core Literacy for Students in China's Basic Education and Higher Education Stages", a project led by Beijing Normal University, was officially released, and the results of the research defined the character and key competencies that students should possess in three dimensions: cultural foundation, independent development and social participation. This research result defines the character and key abilities that students should have from three dimensions of cultural foundation, independent development and social participation, which more clearly defines the goal of quality education in the new period, and its rich connotation is instructive and operable for improving the comprehensive quality of students ^[6]. At the same time, domestic scholars have deeply analyzed and researched the establishment, implementation and evaluation of the European Union's core literacy framework, and the relevant theoretical results provide scientific and reasonable suggestions for the formulation of China's core literacy framework. Scholars such as Pei Xinning and Liu Xinyang emphasize that China's core literacy framework should highlight China's position, the reality of the country, the subject's awareness and future demands, and believe that the relevant policies need to maintain the necessary tension between consistency and individualization, promote excellent practical experience from the bottom up, and strengthen the synergistic innovation among regions. Xin Tao and Jiang Yu have conducted an in-depth study on the construction of the core literacy model from the current situation of quality education in China's compulsory education stage, proposing that the selection of core literacy should abide by the three principles of teachable and learnable literacy, positive significance for both individuals and society, future-oriented and focusing on the culture of the country, and arguing that the process of its establishment needs to collect opinions

from a wide range of education stakeholders, and to deal with the relationship between the core literacy and the reform and development of education. The process of establishing core literacy needs to collect opinions from a wide range of education stakeholders and deal with the relationship between core literacy and education reform and development. Chen Yue, Liu Xiaoling and others start from the quality concept of core literacy training of college students, examine and reflect on the current situation of higher education, and put forward an effective implementation way to build core literacy training of college students^[7]. Li Xiaojun, Xia Jianguo, Huang Kexiao and others analyze the dilemmas and problems faced in the comprehensive quality cultivation of students from the perspective of technical undergraduates' need to meet the demand of the society for multifaceted talents as well as the employment needs of individuals after receiving higher education, and put forward the proposal of "Strengthening the core literacy of technical and applied talents is a strategic choice for the reform and development of higher technical education", and suggest that it should be based on the concept of quality of students' core literacy cultivation in higher education. After the comprehensive study, it is proposed that "strengthening the core quality of technical application talents is a strategic choice for the reform and development of higher technical education", and it is also suggested that "core curriculum" should be taken as the basis, "blended" teaching mode should be adopted, and the faculty should be built to cultivate the core quality of students. These results provide a theoretical basis and practical guidance for better promoting the reform of talent cultivation mode of local colleges and universities in choreography.

3. Basic Status of Dance Teaching in Physical Education Institutions

3.1. Specialization

The development of art majors in current sports colleges can be roughly divided into three stages:

The first stage is the initial stage of art majors in sports colleges, mainly focusing on popular artistic gymnastics, popular aerobics, and sports dance with strong performance and artistic qualities;

In the second stage, dance art is used as a focal point, and dance art and sports are set up side by side. At this stage, in addition to performance majors, dance performance majors and dance studies majors also began to appear in the curriculum system of sports colleges and universities;

The third stage is the integration stage, which is based on dance art as a new type of major in the community, such as the innovative art major in sports colleges represented by the dance choreography major at Shanghai Sport University^[8]. The formation of the three progressive development stage, indicating that China's sports colleges and universities art program has been set up from the beginning of the sports ontology gradually developed to the creation of sports and dance art fusion of new professions, the development trend of the development trend has gradually tended to mature and rational. It can be seen that the setting of art majors in China's sports colleges and universities is firstly to take dance art as a point of convergence, so that the integration of dance and sports projects has become a kind of self-conscious behavior, and has become a new tendency to lead the development of sports, culture and art industry^[9].

The establishment of dance majors in sports colleges and universities is to meet the social demand for sports and art talents, and at present, sports colleges and universities in China basically have the corresponding conditions for the development of dance, and dance majors have been introduced into sports colleges and universities one after another. In the setting of professional name gradually tends to be reasonable, each school not only according to the "general higher education undergraduate professional directory" set up additional art majors also according to the different focus of the dance professional set up for further clarification of the cultivation objectives of the students to lay the foundation. However, from the point of view of the time of establishment of the specialty, the dance specialty, as a new specialty in sports colleges and universities, is still in its infancy.

3.2. Curriculum

The curriculum directly responds to the tasks and goals of school education. From the point of view of the current curriculum of dance majors in sports colleges and universities, the main framework of the curriculum mainly consists of pedagogy, sports and human body science, sports humanities and sociology, art and so on. It is mainly divided into public compulsory courses and elective courses^[10]. The public compulsory courses mainly include cultural foundation courses, professional theory courses,

professional technology courses. The compulsory content of dance courses in sports colleges is shown in Table 1.

Table 1: Compulsory content of dance courses in sports colleges

Form	concrete content
Public Programs	College English, College Language, Principles of Marxist Philosophy, Foundation of Ideological and Moral Cultivation and Law, Situation and Policy, Pedagogy, Physiology of Exercise, Anatomy, Computer Fundamentals, Applied Writing, Sports Psychology, etc. Pedagogy, Physiology of Exercise, Anatomy, Computer Fundamentals, Applied Writing, Sports Psychology, etc.
Specialized Theory Courses	Introduction to Art, Basic Music Theory, Introduction to Dance Art, Appreciation of Dance Works, History of Chinese and Foreign Dance, Principles of Dance Movement and Anatomy, etc. Dance Movement and Anatomy, etc.
Specialized Technical Courses	Dance Choreography, Modern Dance Basic Training, Popular Dance, Ballet Basic Training, Dance Repertoire and Choreography

Elective courses are mainly part of the courses related to the major, various ball games and physical education courses, including aerobics, cheerleading, line dancing, yoga, street dancing, badminton, basketball, soccer, volleyball, table tennis, tennis, college physical education, mussel kwon-do, tai chi, gymnastics, wushu and other courses.

It can be seen that most of the dance courses in our sports colleges and universities are set up by imitating the basic framework of the same majors in his art colleges and universities, and all the courses currently offered by the dance academy are put together, and there is a lack of intrinsic connection between the courses, and they do not reflect the characteristics of the fusion of dance and fitness^[11]. Setting up a set of systematic and scientific dance and fitness course system is an urgent task to solve the above problems. In addition, sports colleges and universities should give full play to the advantages of sports resources, so that dance students can be familiar with the theory and technology of sports, in order to build a new mode of general education curriculum for dance majors in sports colleges and universities with the four-part "instrumental courses + open courses + quality courses + sports ontology courses".

3.3. Teaching Content Setting

Whether the teaching content is reasonable or not is directly related to the effect of classroom teaching. At present, the teaching content of dance majors in sports colleges and universities is mainly based on the technical part of the teaching content, supplemented by theoretical teaching, followed by the content of ability training^[12]. Through the investigation, it is found that the technical part of the teaching content of dance majors in sports colleges and universities in China is mainly carried out according to the curriculum of dance. The offering of dance courses in regular sports colleges is shown in Figure 1.

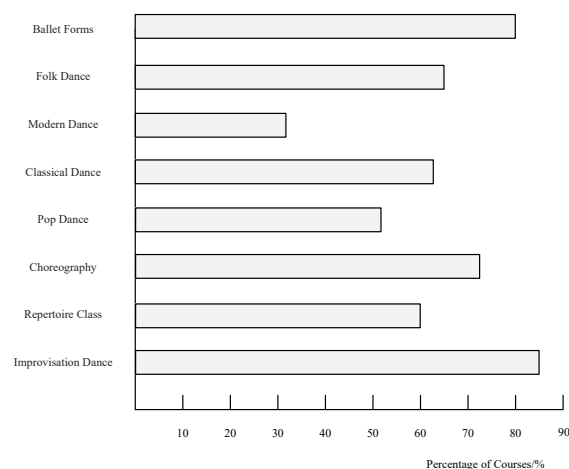


Figure 1: Dance Course Offerings at Regular Physical Education Institutions

The technical part of the teaching is based on basic training. Nearly 63.58% of dance teachers teach according to the primary content of the dance academy. Looking through the dance syllabus of various sports colleges and universities, we can find a commonality: in the technical part of the study of dance, students mainly carry out the basic movements, basic combinations of learning, and a smaller proportion of the more difficult training ^[13]. For a long time, the teaching of folk dance classes in sports colleges and universities has not been detached from the "academy" folk dance teaching program trajectory, such as the "academy" folk dance teaching professional standardization, combination inheritance, style exclusivity and so on.

4. Specific Paths for Educational Reform of the Dance Curriculum

4.1. Clarify the positioning of the discipline

The social demand and the situation of sports colleges and universities themselves are the main basis for the positioning of emerging majors or disciplines, and the goal of school education is to cultivate talents suitable for the development of society. To carry out scientific positioning of dance majors in sports colleges and universities, the main three aspects are the type of schooling, the level of schooling and the characteristics of schooling.

First of all, with the increasing demand of the society for "multi-specialty" or even "multi-specialty" talents, as well as the dance majors of sports colleges and universities due to their own limitations, not having the unique advantages of dance teaching and strong teacher strength of dance colleges and universities, it is decided that the dance majors of sports colleges and universities should be multi-specialty or comprehensive. It is decided that the type of schooling for dance majors in sports colleges and universities should be multidisciplinary or comprehensive. Secondly, due to the different percentages of student sources, talent training objectives, research contributions and other factors in each sports college, the dance majors have to position themselves on the level of education, whether they belong to the teaching and research type or the vocational and technical type. Last but not least, it is also crucial for the positioning of schooling characteristics ^[14]. In order to play a role in the whole dance art system and have competitive strength, sports colleges and universities must show unique schooling concepts and form diversified schooling styles in terms of teaching methods, curricula, cultivation objectives, discipline construction and management modes, so as to attract more dance students and increase social influence.

In conclusion, the dance major in sports colleges and universities, as a cross-discipline integrating sports and art, which is different from the dance majors in art colleges and universities or the existing sports majors, must make full use of sports resources, and give full play to the advantages of sports and arts sports and many years of sports teaching experience. Make the traditional dance education and sports, fitness combination, sports as the center, art as the basis, the formation of sports comprehensive, functional, performative, humanistic diversified dance road ^[15].

4.2. Improvement of the teaching system

In building a complete teaching system to cultivate applied talents, it is recommended to increase the number of teaching hours of specialized courses, adjust the order of course construction, increase the efforts of teaching content reform, synthesize the common parts of each course, reduce unnecessary repetition, and take basic knowledge and basic skills as the main teaching content. The teaching system should improve the setting of teaching content, and it should be diversified in order to cultivate the applied talents with comprehensive development of morality, intelligence, physical fitness and aesthetics needed by the society. After graduation, sports and art talents are mainly engaged in teaching, scientific research, management and other work in enterprises and institutions; primary and secondary schools and colleges and universities; cultural and art organizations; fitness clubs and related sports and art departments. This requires students to master a wide range of knowledge must be broad, both to master the dance art-related skills and theories, but also to have a solid sports-related professional skills and theoretical knowledge. Therefore, the complete teaching system of dance majors in sports colleges and universities should be composed of five aspects: basic education courses, basic sports techniques and theories, basic dance techniques and theories, sports and art-related techniques and theories, and related ability training.

(1) Basic Education Program

Basic education courses include political theory courses and basic computer culture courses. The political theory course is the ideological and political education course necessary for the cultivation of talents for the construction of socialism; the basic computer culture course is to learn the basic knowledge and skills of modern science and technology, and it is an essential basic course for each specialty.

(2) Basic Sports Techniques and Theory

The basic techniques and theories of sports are the basic conditions that must be possessed by physical education majors. The basic techniques of sports include athletic skills such as track and field, gymnastics, ball games, etc.; the basic theories of sports include basic disciplines such as sports anatomy, sports physiology and sports biomechanics.

(3) Basic Dance Technique and Theory

Basic Dance Technique and Theory is the most basic theory and skill study for dance majors. It mainly includes basic training in ballet, basic training in classical Chinese dance and basic training in folk dance. In addition, it should also include theoretical knowledge of dance choreography, dance music and dance appreciation.

(4) Technology and Theory Related to Sports and Arts

Sports and arts-related technology and theory is one of the important teaching contents of dance majors in sports colleges and universities. It mainly includes fitness aerobics, competitive aerobics, artistic gymnastics and other fitness, aerobics-related sports skills and theoretical knowledge; it should also include the knowledge and skills of music and art related to dance.

(5) Related capacity building

The cultivation of relevant abilities is a general ability that students majoring in dance in sports colleges and universities must have in order to engage in various occupations in the future. It mainly includes language expression ability, organization and management ability, leadership ability and so on. The cultivation of these abilities can be realized through various forms of teaching and practice sessions.

To summarize, to improve the teaching system of dance courses in colleges and universities needs to start from many aspects, focusing on the overall development of students' morality, intellectuality, physicality and aesthetics, and cultivating students' comprehensive quality and application-oriented talents. At the same time, it is also necessary to continue to explore and practice, and constantly improve and perfect the teaching system to meet the needs of society and the needs of students' personal development.

4.3. Focus on cultivating high-level sports and art talents

In order to get a long and good development of dance majors in sports colleges and universities, it is necessary to cultivate a group of high-level specialists in sports and arts. First of all, cultivate discipline leaders. Dance teachers in existing sports colleges and universities should be trained, study, increase communication between institutions, mutual exchange of teaching experience, and actively explore the dance teaching mode applicable to sports colleges and universities. Secondly, focus on the training of graduate students. Dance graduate students in sports colleges and universities is not to cultivate "choreography generalist", but to fully reflect the characteristics of sports colleges and universities, and further cultivate the innovation ability, scientific research ability, and practical ability of high-level talents in sports and arts, so as to guide the development of dance majors of sports colleges and universities to a certain degree of autonomy and diversification.

5. Conclusion

Under the perspective of core literacy cultivation, the study of teaching reform of dance curriculum is an important topic. Through continuous exploration and practice, we have found that the core literacy-oriented teaching reform of the dance curriculum can improve students' comprehensive quality and innovation ability, and promote their overall development. At the same time, this kind of teaching reform can also improve the teaching quality of dance courses and make teaching more in line with the requirements of modern education.

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