

# Teaching Reform and Innovation of Sports Dance in Colleges and Universities

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**Abstract:** *Sports, as an important part of education, can improve students' physical quality, promote growth and development, adjust students' psychology, enhance the ability to adapt to human body, and boost the healthy development of human body. Sports dance is a part of physical education, which has an important value of existence and social attraction. However, the traditional teaching mode has been unable to meet the needs of modern students. Thus, it is imperative to carry out teaching reform of physical education. This paper proposes to break the traditional teaching routine, integrate the ideological and political elements with sports, carry out the teaching idea of "focusing on students' development", create "cooperative learning" environment for students, establish a "stage" classroom, constantly develop the students' performance ability and innovation ability, teach students the learning method, change the traditional learning mindset, and prepare students for faster and better integration into the society.*

**Keywords:** *Sports dance; Teaching innovation; Teaching philosophy; Pain points; Innovation initiatives; Effect of reform*

## 1. Review

Sports dance is a sport project in the form of the graceful dance. It is not only an important part of sports, but also one of the main courses in school sports. This course revolves around practice - theory - practice for teaching, and pays attention to cultivate students' practice ability, innovation abilities and stage show capacity, etc.

China's Ministry of Education has issued a series of innovative reform policies. Under the guidance of these policies, the way and method of physical education teaching has changed greatly. Thus, it is of great necessity to conduct the reform and innovation of physical education.

### 1.1. Teaching Philosophy

Sports dance course revolves around the teaching and learning of "taking student's development as the center", and pays attention to students' development, learning and learning effect.

### 1.2. Teaching Objectives

Through the study of sports dance courses, students can master the basic knowledge and technology of sports dance, innovate and create new works based on the knowledge they have learned, develop the ability of teamwork, creativity and lifelong physical training awareness, and become communicative, cooperative, compassionate, confident, curious, imaginative, open-minded, principled, and creative.

### 1.3. Learning situation analysis

The targets are the first- and second-year students of public elective course of dance sports. In terms of advantages, students have distinct personality, active thinking, strong expressive force, and strong learning ability. In terms of disadvantages, 98% of the students have no foundation in dance, and most of them hear about sports dance for the first time. Meanwhile, the students are weak in consciousness and lack practical experience. The overall level needs to be improved, and there is an imbalance of gender ratio in the class.

### **1.4. Teaching Content**

Teaching content is the foundation, and high-quality teaching content will make the classroom full of vitality. If the teacher only conducts the single knowledge teaching, then students will lose interest in this course. Thus, the teacher should impart knowledge and pay attention to cultivate students' ability and shape their value. Among them, student development is the focus. Specifically, teachers know students and students understand each other. It is also essential to improve student participation and enhance classroom interaction.

The teaching content of sports dance course is completed in 17 weeks, with 2 class hours (90 minutes) per week. The specific arrangement is as follows: Week 1-2: basic theory learning and team building; Week 3: cultivating students' aesthetic ability of dance and appreciation of music; Week 4-11: learning all the basic skills of sports dance; Week 12: teaching of choreography and planning; Week 13-15: students' creative creation of group dance; Week 16: students' basic assessment and achievement demonstration; Week 17: presentation of students' creation.

### **2. Four major pain points in teaching**

(1) The traditional physical education teaching form and teaching content is single, which can not meet the learning needs of modern students.

(2) Sports dance has strong practicality and high requirements for students' comprehensive quality. Among them, the most basic requirements are the coordination of students' limbs, the mastery of music rhythm, the coordination of dance and music, etc.

(3) Influenced by traditional teaching, many students are weak in expression ability, creation ability, and arrangement ability, and lack transformation from low-order expression behavior mode to high-order expression behavior ability.

(4) Students have less stage practice training, less opportunities to show, as well as less evaluation of teaching and learning.

### **3. Characteristic innovation and classroom practice**

#### **3.1. Teaching innovation concept**

Under the guidance of a series of innovative reform policies of the Ministry of Education of China, teachers should upgrade from "student-centered" teaching and learning to "student-development-centered" teaching and learning, focus more on students' development, students' learning and the learning effect. Furthermore, the ideological and political elements (values) should be skillfully integrated with the physical education curriculum.

#### **3.2. Innovative design ideas**

It is to optimize the teaching content - moral education - online and offline mixed teaching - diversified evaluation system.

#### **3.3. Innovation Measures**

##### **3.3.1. Optimizing the teaching content**

It is to take the theoretical knowledge and single basic elements of sports dance as the basis, integrate the development history and aesthetic history of sports dance, combine the high-level competition of sports dance, and create a high-order, innovative, and challenging course.

##### **3.3.2. Cultivating People through Virtue (integration of sports and ideological and political elements)**

"The curriculum does not reflect on politics, and teaching does not educate people." Indeed, the curriculum education is not to give the ideological and political course, but to skillfully integrate some ideological and political elements into the curriculum teaching, so as to achieve the effect of moistening things silently. Apart from training students' problem-solving ability and strong will quality, sports dance teaching also pays attention to develop the students' ability of language expression, self-presentation

ability (individual performance), the ability of helping each other (role exchange), aesthetic ability (appreciating the dance, music, clothing, hair accessories, etc.), the ability of cooperation (group dance show), etc. At the same time, the course integrates the Liaofan Sixun of Yuan Liaofan (the materialism philosopher in ancient China), and the classics in the book open the wisdom of teaching. It aims to improve the students' self-awareness, self-healing and self-improvement, and train the students into strong people in lives, the masters of their own fate, and the wise people.

### ***3.3.3. Optimizing the teaching mode and adopting online and offline mixed teaching***

This course breaks the traditional conventional teaching, creates the "cooperative learning" environment for students, establishes the "stage classroom", adopts the online and offline teaching mode, cultivates the students' innovation and creation ability, teaches the students the learning method, changes the students' learning thinking mode, and stimulates students to recombine the knowledge to innovatively create excellent sports dance works.

Before class: Online learning implementation plan. Students can understand and follow the course in real time, combine with the resources for independent learning, and check the missing through the test.

In class: Courses ranging from problem-solving to intensive application. In terms of teaching organization, it focuses on group teaching, learning within groups and between groups. In terms of teaching method, diversified organization teaching method is adopted to keep students fresh at any time.

After class: Knowledge development. The basic skills are used for creative creation of group works and school performances.

### ***3.3.4. Diversified evaluation system***

With regard to teaching assessment innovation, it is to internalize the knowledge learned, and reorganize into their own results. Final assessment: 40% for basic content, 20% for online learning, 20% for team choreography, 10% for performance (5% for teacher evaluation + 5% for student evaluation), and 10% for attendance.

Students' comment on teaching: Students can comment on teaching and give their own opinions and suggestions on teaching on the campus teaching platform.

Students' self-evaluation: Students make self-evaluation through the questionnaire.

Student team Evaluation: Grade the performance of other teams on a team basis.

Student team's evaluation: The performance of other teams is graded based on the team.

Peer assessment: Peers evaluate the entire curriculum and give constructive comments.

## **4. Reform results (Innovation results and promotion)**

### ***4.1. Innovation Achievements***

In the process of reform, teachers and students continue to make reflection and improvement. Additionally, teachers construct the results of reflection and improvement measures into teaching reform projects, teaching reform papers and teaching competition results, and constantly promote and improve, so as to more accurately boost the continuous reform of China's education.

After learning, students' works are uploaded to the Internet for everyone to study, and excellent students can represent the school to participate in higher-level competitions.

### ***4.2. Promotion and Application***

In the whole learning process, teachers teach from a series of procedures, including language expression + solid basic skills + creative group dance + onstage display, which can help cultivate students' comprehensive ability and creative ability. Apart from that, students' output works can be seen in various activities and on the Internet.

In short, under the guidance of "student-development-centered" teaching idea, after a series of implementation of teaching reform and innovation, the relationship between teachers and students, students and students is closer. Meanwhile, students' language expression ability, on-site expression, innovation and creativity, and aesthetic ability have been improved to varying degrees.

**References**

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