

Discussion on the Creation and Teaching of Children's Dance from the Perspective of Enlightenment Education

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Abstract: With the rapid development of the times, in the current society, the creation and teaching of children's dance has gradually become a new art. When teaching children's dance, it plays a key role not only in the development of children's physical and mental health. At the same time, it will also have a certain impact on the enlightenment of young children. It has a very positive significance for the physical and mental health development of young children. Only by continuously improving the quality of children's dance creation and teaching can we help children grow and improve their enlightenment education. Quality and efficiency.

1. Introduction

Dance has always been an art teaching method. It can not only enhance the aesthetic interest of children through dance, but also enable children to constantly improve their physical fitness while exercising, for the muscles and bones of young children. In terms of limb coordination, there is a very positive impact. But how to create a dance movement in line with the development of young children in the process of creation. And the use of this dance education, so that children's physical and mental health, aesthetic interest can be correctly developed, is the focus and difficulty of the current children's dance creation and teaching. Only by improving the quality of children's dance creation and teaching can we help our children to grow up quickly and let their children improve their aesthetic interest through dance learning.

2. Misunderstandings in the Teaching and Editing of Children's Dance

As a child dance teacher, you need to recognize your work goals and work goals in your actual work. The development of children's dance teaching is for the comprehensive development of children, and thus improve the overall quality of children. However, in the current process of teaching children's dance, there have been many problems, the most serious of which is to ignore the fundamental purpose of teaching, so that many children's dance teachers, in order to excessively cater to parents' expectations, in the actual teaching, blindly request Students participate in different dance awards, so that children can make better preparations in the future art development. However, as a children's dance teacher, it is necessary to recognize the excessive pursuit of utilitarian dance teaching and related creation [1]. There is no way to really improve children's enlightenment education for dance, and even weaken the cultivation and sentiment of students' dance aesthetics. The purpose of the dance early childhood teaching is completely inconsistent. In the process of learning dance, young children are not inspired by the divergence of thinking and body inspiration. Not only that, in the current work of children's dance education in China, many dance teachers only learn to dance, but they do not have to learn how to educate their children. It is difficult to communicate quickly with young children during actual lectures. In the long run, it will make the actual state of children's dance teaching not in line with the actual goal of this teaching in China. It is also difficult to improve the students' aesthetic interest and physical and mental health through the teaching of children's dance.

3. Children's Dance Creation and Teaching Strategies from the Perspective of Enlightenment Education

3.1. Use interesting fairy tales to enhance children's dance performance

Different from the teaching in other disciplines, the dance teaching work itself has certain interest, which can stimulate the enthusiasm of children learning. As a child dance teacher, you need to realize that young children are curious about many things at this stage. However, for the plot to be boring, there will be sleepiness. To this end, in the creation of children's dance, teachers need to choose the story with vivid and vivid plots as much as possible to stimulate children's love and curiosity. A lot of lively and interesting stories are loved by young children. They want to understand these stories and want to learn the dance in the story. Teachers can use students' curiosity about stories to effectively link them with the teaching content of dance creation, so that when students learn dance, they can think of different plots in the story through dance movements. This way not only allows students to quickly remember the relevant dance movements while learning to dance, but also constantly stimulates their children's desire to perform while learning to dance. As a child dance teacher, you need to realize that dance learning is not only to help young children improve their physical health, but also to make children's body stretch more beautiful and stimulate their own performance. There are many children who have different personality due to their introverted personality during their growth. Dance can effectively change the character of young children, let children learn their desire to express through dance, and find their own fun in dance. Because of the high association ability of young children, in order to promote the development of students' personality, it is also possible to ensure the correct development of the three views of young children. You can use many interesting folk stories in our country, or folk songs and dances. For example, the story of "Little Mouse on the Lampstand" that children often like and like, teachers can tell the story of the little mouse on the lampstand and use relevant The dance movements make the story of the whole story more interesting. For example, in the process of creating a dance, adding a mouse to try to climb up a process, while the cat is ready to catch the little mouse, the little mouse will show a very anxious situation, and the little mouse rolled down from the lampstand, The whole situation is not only in line with the children's aesthetics and world view, but also makes the dance more lively and interesting, so that the children are willing to learn the dance, and they are full of curiosity about the dance. This way can improve the subjective initiative of the child [2]. Let the quality of dance teaching gradually improve. In the teacher's dance creation, you can combine the different movements of dance, crawling, jumping, etc. with the dance, so that the children develop their limbs during the learning process, satisfy the parents' expectations of the children, and also satisfy the children's learning. This dance is a desire for performance. Enhancing children's performance ability can make children's personality more outgoing, improve the learning ability of many students, and improve the quality and efficiency of the whole dance teaching.

3.2. Using imitative movements to enhance children's dance perception

In the development of children's dance teaching, it is necessary to continuously develop this teaching content in light of the actual development of children. As a child dance teacher, it is necessary to realize that unlike many adults, the physical strength of young children is difficult to grasp quickly when they learn dance. One of the reasons is that many children's limbs are not fully developed, if dance The action is not suitable for students to learn, not only will have a negative impact on the child's body function, but also hinder the child's physical development. For many young children, whether it is their own body ability or intellectual memory function, it is relatively poor, it is difficult to quickly remember the coherent dance movements. For this reason, as a dance teacher, in the process of creating dance teaching and dance, it is necessary to continuously reduce the difficulty of children's dance and enhance the fun of the children's dance itself. Let the children in the process of learning through the children's dance, constantly inspire students' ability to associate in learning. For young children, learning a new action is relatively difficult, while mimicking a known action is relatively simpler. By imitating different movements, children can

quickly remember the dance forms they contain, and they will find it more interesting when they study, and actively communicate with the teacher. As a child dance teacher in the teaching of children's dance, many students are unwilling to communicate with the teacher and lack communication with the teacher. In turn, the effect of dance learning is gradually reduced, and it is difficult for dance teachers to understand the problems of students. One of the reasons is that the content of dance teaching is too complicated. There is a gap between children and teachers. All children's dance teachers are required to incorporate some small movements into the teaching process, so that students can reduce the gap between teachers and teachers, so that students are more willing to Teachers communicate so that the students' dance learning efficiency can be continuously enhanced. In the actual dance teaching, as a child dance teacher, you can add some common familiar body movements in the daily dance creation, such as the small animals that the students like, rabbits, cats, etc., which will produce these animals during the activity. The body movements are integrated into the dance teaching, allowing students to imitate learning according to different background music. These movements not only conform to the aesthetic style of young children's dance movements, but also can apply this dance teaching method, quickly close the relationship between teachers and children, improve students' perception of different things, and let students actively participate in dance. In learning, students' interest in dance learning can be stimulated, and the ability to learn dance can be improved through continuous imitation. Many students are more aware of familiar items than they are for new things. When teachers use this method of teaching, let students feel the emotions of different actions in the process of learning dance, and improve the quality of students learning dance.

3.3. Using the background music of dance to enhance children's dance literacy

As a child dance teacher, it is necessary to recognize that when students learn to dance, they need more than just the content of the dance itself, but also related dance songs. If there is no song, the dance will lose its certain color. The content of many songs and the choice of melody directly determine the style and emotion of this dance. For this reason, as a child dance teacher, when selecting a dance song, it is necessary to carefully analyze whether the song conforms to the aesthetics of the child, and whether the dance created by the song can be consistent with the development of the student. Many young children will like some lively and healthy songs with strong rhythm. As a dance teacher, we must take into account the children's own aesthetic concept, and choose these songs one by one. Among them, choose more educational songs and integrate them into the children's dance creation, so that children can feel the unique charm in the song through learning dance. And the educational significance of the song, gradually integrated into the key development of the child growth, let the children improve their world outlook, values and outlook on life through learning dance.

Not only does the student learn to improve his physical health through dance, but also the children's association with music through lively and nice melody, and the learning state of the dance is continuously enhanced. The purpose of learning dance is not only to improve students' aesthetics of dance aesthetics, but also to be an indispensable part of learning dance. When learning dance, you can use different melody to improve students' aesthetic sentiment. At the same time, as a child dance teacher, it is necessary to realize that the lyrics of each song will have a subtle influence on the development of students' thoughts, and this influence will even be in an irreversible state. To this end, as a teacher must choose the songs of the dance, but also need to analyze the lyrics, asking the teacher to do the following: First, the dance style taught by the teacher must be used to match the style of the song, the only way, Students can truly feel the thoughts and feelings they want to express in the dance, as well as the emotions brought by the songs. If there is a certain difference between the song and the choice of dance, the students can not understand the song correctly through the dance. The emotions that you want to express. For example, in the common children's dance selection song, the song "Pet" has its own emotions relatively cheerful. When composing related dances, it is necessary to use light dance movements to let students feel the happiness contained in their melody. And happy. Second, when choosing music, the music structure should be

consistent with the dance structure. Because of the different ups and downs in the music, as a child dance teacher, the dance arrangement chosen should be consistent with the music. Only then can the student learn through Dance, feel the unique charm of music, and make the emotion of music consistent with the emotion of dance. For example, when learning the emotion of “Arctic Whisper” relative to a gentle song, the teacher's dance movement should also be relatively soft, so that students can feel the fairytale beauty. Thirdly, in the processing and editing of music, because many music itself has a long time, it is difficult for young children to learn more than three minutes of dance, which requires the selection of children's dance teachers in China. When you dance and music, you can edit the music appropriately. The whole music can meet the actual needs of young children, and it can also enable children to quickly learn the contents contained in them through music, so that the quality of music learning is continuously improved, which is in line with the actual needs of children for music learning. Teachers can also choose a more active part of a piece of music. As a child dance teacher, it is also possible to let the children actively participate in this teaching content in the actual dance creation process. This way not only can improve the dance level of young children, but also make the children feel the charm of the dance itself, or can make the children reorganize the dance that a teacher has already taught in a group way. Whether it is a different action display or a different overall rhythm, children can have a successful happiness and stimulate children's interest in learning dance. Dance presentations can be conducted in small groups, with mutual evaluations by different groups, and teachers can participate in the review process. In this way, not only can the children's advantages and disadvantages in learning dance be discovered in time, but also the children's self-confidence can be continuously enhanced and their desire for performance can be enhanced. It lays a solid foundation for the good development of young children.

4. Conclusion

In summary, the creation and teaching of children's dance has a very obvious impact on the future development of young children. It not only makes the children's physical movements more beautiful, but also cultivates the temperament of young children different from others. From the perspective of enlightenment education, we must analyze the effect of the creation of children's dance teaching, and at the same time carry out the curriculum teaching in light of the actual situation of the children. It is required to meet the children's world view, make full use of different stories, imitation methods, etc., to create a children's dance, and use dance to enhance physical fitness.

References

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