Research on Strategies for Improving Students' Dance Performance in College Dance Teaching

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Abstract: College dance teaching plays an important role in the development of all aspects of society. For example, it can cultivate students' artistic sentiment, conform to the development of spiritual civilization, and cultivate talents with both morality and talent for the society. At the same time, the expressive power of dance is the soul of a dance, showing its connotation in dance moves. Therefore, only by improving the expressiveness of dance can we effectively improve the teaching effectiveness of college dance. The impact of dance expressiveness is reflected in the dancer's ability to understand art, dance design and dance environment. Dance teaching in colleges and universities can further improve dance in dance teaching in terms of teaching environment, teachers, and students based on these factors. Expressiveness.

1. Introduction

The key of expressive expression of dance is that the dance performers use stage design and music effects to express the content and connotation of the dance, effectively convey the connotation of the dance to the audience, and at the same time allow the audience to deeply understand the meaning. . This ability combines certain complex factors, requires dancers to have high dance technical skills, and also requires the dancers to have the ability to understand the expression of dance, as well as the comprehensive quality of dance. In college dance teaching, students should be encouraged to improve their dance performance in various aspects, so as to achieve better teaching results in teaching [1].

2. College Dance Teaching

The artistic form of dance is performed through rhythmic and rhythmic body language when expressing emotions. In higher education, dance art is an independent art discipline with specialized teaching courses. College dance teaching divides students into dance majors and non-art majors. Dance students receive more professional dance teaching, meanwhile, they have more and have higher teaching goals. Students of non-dance majors studying dance are just a general education. They only learn dance through elective courses. Therefore, the requirements for them are relatively low. They only need to achieve the teaching purpose of cultivating sentiment. The dance teaching in colleges and universities aims at improving artistic accomplishment and comprehensive quality, and training excellent and high-quality artistic talents for the society. An important form and way of developing spiritual civilization is that dance conveys artistic connotation through body language. First of all, because of the explicit nature of dance, it can express the artistic context and spiritual connotation of dance in the form of body language, which is different from classical poems. It does not need to use a large amount of historical data to explore its connotation, which also makes dance more capable. Simple and fast dissemination of spiritual civilization; In addition, dance is also replicable. Through the study and interpretation of dance movements, the same dance connotation can be radiated in a wider range. As the core of the talent reserve, colleges and universities bear the heavy responsibility of developing spiritual civilization and social material, making dance teaching in colleges an important way to cultivate talents, and also an important way to improve students' spiritual civilization literacy [2]. They have a heavy sense of responsibility .

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3. Strategies for Improving Dance Performance in Teaching

As mentioned above, college dance teaching plays an important role in shaping the artistic sentiment of students, delivering talents with both merits and talents, and conforming to the development of spiritual civilization. At the same time, the expressive power of dance is the soul of dance. Dance movements can show its connotation. Therefore, only by improving the performance of dance can we effectively improve the effectiveness of college dance teaching. Dance teaching in colleges and universities can use the influential factors of dance expressive power to improve the teaching of dance expressive power from various aspects.

3.1. Teachers 'Strategies to Promote Students' Dance Performance

Teachers have specific ways to improve dance performance. Teachers can guide students to learn, which is one of the leading factors in teaching. At the same time, teachers also control the content and form of college dance teaching, design and control the rhythm process, and also select, arrange and improve students' dance learning. Therefore, the teacher factor and dance action design factor Both have a close relationship with dance expressiveness.

Therefore, when the teacher guides students to learn dance expressiveness, first of all, when improving dance expressiveness, they can control the teaching content of dance. Teachers should understand the students ’dance basics and skills in detail according to their own conditions, so that the dance moves from simple to complex, and the teaching content is the same. Repeated practice of the simple dance moves mastered can make it more consistent and stable. And in the practice process, use direct or indirect influence methods to guide students to understand the artistic connotation in the dance design, so as to improve the students' dance expressiveness. It is important to pay attention that when teaching, you should not Anxious to let students complete difficult dance movements, but should decompose the movements, so that students gradually accept, so that each movement of the students can be solid, the connection between the movements is more coherent. Guide students to dig for the same movements in different dances, and further explore and cultivate students' ability to understand and extend dance. This will allow students to better understand the meaning of dance movement design and improve dance performance. Secondly, when improving dance expressiveness, dance teaching can also be adopted. In order to enhance the expressiveness of dance, a solid theoretical knowledge of dance art is very important. A good knowledge of theoretical knowledge can greatly help understand the connotation of dance movements. However, when teaching theoretical knowledge, it is easy to explain only in accordance with the book, thereby making the study of theoretical knowledge very boring, the enthusiasm of students can not be raised, the learning interest is reduced, resulting in poor learning results. To solve such problems, teachers can bring their own life experience, learning experience and refresher training experience into the classroom, combine these experiences to explain the theory of dance art, and carry out theoretical learning on key mistakes and errors. Change the role of teachers and students, and narrow the distance with students [3]. It can also improve the students' interest and understanding ability, so that students become interested in theoretical learning. Secondly, the expressive power of dance must be achieved through actual deduction. In this regard, it can be more clear by combining with hearing, so, You can use the first media to present the dance expressiveness, and use the video to interpret the dance expressiveness of different genres and different art festivals, so that the students' feelings are more intuitive. Through comparison, enhance self-dance expressiveness.

To improve dance performance, teachers need effective teaching supervision and answers to difficult questions. The concept of lifelong learning is generated in the context of a new round of curriculum reform. This curriculum reform advocates that teaching should not have limitations. Courses should be conducted in multiple places. The traditional skill teaching mode is abandoned, and the teaching is penetrated into every aspect. At the same time, the adjustment of college learning connotation should also be gradually carried out around lifelong learning. This teaching reform idea is reflected in applications such as inter-university elective courses and cloud learning platforms. Therefore, the dance teaching in colleges and universities can also carry out the infiltration teaching of unlimited occasions according to the connotation of lifelong learning. For

example, when supervising and tutoring the teaching assignments, the teacher can use the computer to design a cloud platform, or upload dance teaching videos on the cloud platform, which can repeatedly play and learn dance teaching content to deepen the impression. In addition, online demonstration teaching can also be based on professional dance students to influence a wider range of non-dance students. In addition, you can also use the spare time to organize a dance contest with a clear subject, and use the dance of the same subject to experience the comprehension of the same theme dance performance by peers with different personalities and growth experiences, and promote student exchange and cooperation.

3.2. Strategies for Students to Improve Their Dance Performance

Another teaching focus is that students are the subject of teaching. College dance teaching is a college student, that is, a dancer and communicator who eventually became a dancer. Therefore, the improvement of dance expression in the process of college dance teaching should also start from the perspective of students. In fact, the dancer's artistic understanding ability is adjusted to complete the improvement of dance expression.

First, interest is extremely important. An important aspect of college teaching is to stimulate students' interest in dance art. First, the art of dance can be combined with the content and form of activities of interest to students. For example, students now like to use social platforms to publish small videos when they communicate. At this time, teachers can combine this social preference with dance to allow students to explore and study dance-related elements in their lives. Feelings in my mind are posted to social platforms or regularly organized offline activities in the form of small videos or photos, so that students' dance enthusiasm can be better stimulated. For example, the now very popular "flash" video can be used to express attitude or propaganda purpose in the form of dance. This form of dance expressive power can be found in the dance teaching of colleges and universities to analyze the corresponding dance theory, so that students You can understand that your own identification and investment in the meaning of dance expression is an important means to improve dance expression. In addition, the social hotspots that students pay attention to are combined with dance. For example, if you want students to actively participate in dance performances, you can use the draft mode to allow students to participate in their own passion. The use of the above forms will help students feel dance in their lives, and students' sensitivity to dance art can also be improved, thereby improving dance expression in dance teaching.

Second, improving dance performance can also increase the indirect experience of students. When presenting dance content that is not closely related to college students, indirect teaching methods can be used to increase college students' artistic perception of this type of dance learning. On the one hand, some guests with relevant experience can be invited in the classroom to provide students with the opportunity to reach the social crowd. During the common exchange, they can use the interactive form of questions and interviews to resolve students' doubts about the meaning of the corresponding dance. Multimedia technology broadcasts video materials for students to observe and learn, so that they can compare excellent dance performances with their own interpretations, and in the process continue to improve their dance performance.

Thirdly, dance expressiveness can also be improved by using students' feedback for teaching content. The improvement of dance performance requires continuous grinding and finishing, and it is impossible to succeed at once. In the teaching process, students 'freedom of speech should be opened up, so that students can put issues back in time, and accept students' questions and suggestions related to dance teaching. Collect the feedback from students to understand more clearly the problems that students have encountered in improving dance expressiveness, understand the teaching style and teaching content that students like, and the teaching methods that can improve dance expressiveness are more targeted.

3.3. The Role of Teaching Environment in Improving Students' Dance Performance

The narrow teaching environment is where the teaching is located, and the broad teaching environment is the overall campus environment when teaching. The teaching environment is an objective environment for teaching activities. It can be adjusted and preset according to the teaching

goals, showing the subjective initiative of teaching, and it is also one of the keys to teaching. As an art and science dance, the setting of the teaching environment is related to whether the dance performance can better perform and express its artistic effect.

First, the teaching environment can enhance dance expression through dance literacy. There are different types of dances at different times and in different places, which can be divided into modern dance, classical dance, ballroom dance, and folk dance. When teaching different types of dance, you can also change various teaching environments to maximize the restoration of such dances. According to the teaching principles of education, the teaching environment can influence students 'understanding without knowing it, so as to speed up the pace of students' integration of the dance situation and enhance the understanding of dance. Secondly, the reason why the teaching environment can improve dance performance Force, because it can bring dance back to life. Therefore, in the teaching preparation stage, the setting of the teaching environment and the teaching process are closely related, and this link is easily combined with the student's life experience in the dance teaching process. When setting up a teaching environment, students can be more allowed to choose their favorite teaching environment, and give full play to students' subjective initiative. In the process of selecting a teaching environment, students can discover the teaching environment that students like, link the students' life experiences, and explore ways to help students improve their dance performance.

4. Attentions for Students in Improving Dance Performance in College Dance Teaching

In the spare time, students need to be exposed to various art works and related scientific knowledge. In terms of social and natural recognition, they need to absorb a lot of effective information in order to accumulate more dance performance capabilities. Most of the dance expressiveness reflects people's understanding of art, society and life. To improve the comprehension ability of dance expressiveness, students need to have extra social contact, broaden their knowledge and improve their understanding, in order to have a stronger comprehension. In normal times, we must experience more local customs, understand the culture of each region, and go deeper into life. Use this method to supplement our own shortcomings. The reason for the lack of expressiveness of dance is firstly because of its lack of solid basic skills, and secondly because of insufficient cultural accumulation and in-depth study of many arts, which also affects the expressiveness of dance. For example, when emotional expression is performed in dance, if there is not enough social experience to verify it, it will affect the performance of dance, and there will also be some gaps in emotional expression. Only by going deep into life can we have some experience and experience, and we can strengthen our understanding of the artistic effects of dance performance and strengthen the expressive power of dance's own creation by using many different solutions in the expressive power of dance. The direct experience is more obvious than the indirect message, and it can inspire the expressiveness of dance. Dance is a form of artistic expression. On the one hand, it requires daily training on the one hand, and on the other hand, individuals need a certain understanding ability and life experience. Need to experience the precipitation, require students to have patience in ordinary learning, do not take the rush, persist in learning various methods and try. Learn from other outstanding dancers, and learn in a targeted manner in combination with your actual situation.

5. Conclusion

In colleges and universities, there are many ways to improve students' dance performance. Efforts should be made to teach students in accordance with their own conditions and make adjustments to students' different personalities and basic skills. Although the teaching methods and forms have been changing, the essence is the same. They all rely on the students' daily training and accumulation. When a certain degree of accumulation is reached, the expressive power of the stage can be naturally displayed.

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