

# **The Current Situation and Reform Measures of Dance Teaching in Colleges**

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**Abstract:** With the continuous development of society, colleges and universities have higher and higher requirements for the development of human resources, and the degree of attention to the comprehensive quality of talents is increasing. For college students to dance, in the process of learning dance courses, they not only need to properly master the most basic dance skills, but also need rich imagination and creativity. For this reason, this article analyzes the existing problems in dance education in colleges and universities, combined with the status quo of dance education in colleges and universities, puts forward corresponding solutions and strategies, and provides a reliable theoretical basis for promoting dance education in colleges and universities.

## **1. Introduction**

Colleges and universities are the core and key of dance education. Many colleges and universities have bid for dance subjects so that students can learn more about dance in a targeted manner. At present, many colleges and universities have various problems in dance teaching. For example, in the teaching stage of dance classes, colleges and universities have obviously forgotten the original intention of applying for dance teaching, making dance teaching a mere formality, due to the existence of dance teaching. Many problems have caused students' understanding of dance to only exist on the surface, and students' interest in dance learning has been greatly reduced. This series of bad problems have seriously hindered the further development of colleges and universities to cultivate dance professionals.

## **2. The Status Quo of Dance Education in Colleges and Universities**

In the early 1990s, with the deepening of education reform, dance education gradually entered the era of rapid development of Chinese universities. In this process, a series of improvements have been made in the teaching methods of dance education in our country, but it cannot be denied that there are still some problems in the teaching process.

### **2.1 Unreasonable Setting of Dance Education Courses in Colleges and Universities**

At present, some ordinary colleges and universities in my country include limited dance elective courses or elective courses for students to choose from. However, in reality, due to the diversity and refinement of dance art courses, students have no choice. Dance education should focus on the development of students' artistic thinking ability, artistic emotion and artistic aesthetics in order to improve their dancing skills. Improve the curriculum and artistic quality of dance education in ordinary colleges and universities. In the process of dance theory education, teachers just blindly teach the theoretical knowledge of the textbook, ignoring the dance demonstration teaching. In the teacher demonstration workshop, the theoretical knowledge of dance and the demonstration movements were not well integrated, which caused the contradiction between the two, which led to a serious disconnection between the theory class and the practical class, and also affected the students' understanding of the dance class. Learning interest and enthusiasm.

### **2.2 The Teaching Materials of Dance Teaching Are Not Well Targeted**

my country has published many series of dance teaching materials for dance teaching majors, but

most of them are for dance art students to learn and use, and cannot be used as popular teaching materials for major universities. In these textbooks, only some dance steps are introduced in language, which makes it difficult for ordinary college teachers and students to understand and interpret them correctly. Because students lack the understanding of art aesthetics and dance culture, these limited materials cannot enable students to fully understand and recognize them.

### **2.3 Shortage of Dance Teachers**

Dance is a very professional course; dance education puts forward higher requirements for teachers' teaching quality. Due to the slow development of Chinese dance education, most teachers who learn dance lack long-term professional and systematic learning, making dance teaching unable to meet the needs of students. Only the Chinese Academy of Art was the first to train dance masters, and a small number of students registered each year. In 1998, Beijing Dance Academy began to recruit the first batch of graduate students. Three years later, the Academy of Fine Arts of Beijing Normal University began to recruit students. Compared with other art disciplines, the teaching of postgraduate dance art courses is very limited due to the weak faculty, which directly affects the development and promotion of dance education. Due to the weak professional foundation of its teachers, they cannot give students effective dance teaching demonstrations, and teachers cannot carry out high-quality dance teaching, which greatly reduces the level of dance teaching.

### **2.4 Dance Education is out of Touch with the Development of Humanistic Concepts**

The effective combination of dance technique and art is the educational goal of dance class, which requires not only skilled dance skills but also a deep understanding of dance art. This should emphasize the integration of the development of humanitarian concepts in the process of dance art education, that is, the spread of dance theory in practical research, which reflects the integration of comprehensive disciplines. Let students completely let go of their thoughts in class, appreciate and expand class materials. Let students explain their feelings from the perspectives of art research, sociology, art psychology and art philosophy, broaden their horizons, and develop deeper artistic achievements, so as to feel the artistic charm of dance and use it in dance research more realistically. Improve and enhance the content of high-quality education.

## **3. Countermeasures for the Development of College Dance Teaching**

### **3.1 Reasonably Design Teaching Content**

Dance education in colleges and universities is an important part of college education, helping to cultivate students' emotions, enrich their lives and expand their future employment. Therefore, solving the problems in the design of dance teaching content in colleges and universities is the top priority of the current dance education. First of all, analyze the content of dance teaching in colleges and universities according to the situation of the school, make improvements and reasonable adjustments, understand students' interest in dance types and teachers' abilities, and integrate various dances into social life applications. Investigation and statistics, comprehensive evaluation, and finally according to the requirements, teachers and students' dance ability and the joint progress of dance teaching in colleges and universities, formulate a scientific and reasonable dance teaching plan, which provides convenience for further dance development. Integrate dance education courses into different categories of college elective courses, optimize the structure of education courses, strengthen the construction of theoretical courses, scientifically integrate them, reduce categories, and increase class hours, so that students can understand the art of dance more completely and systematically course. From the perspective of quality education, we also focus on cultivating students' quality of artistic appreciation. In addition to theoretical courses, courses for appreciating dance art works are also offered to effectively stimulate students' enthusiasm and make students feel the charm of dance in the process of appreciating and analyzing art.

### **3.2 Actively Improve Teaching Resources**

In addition to rationally designing the content of dance courses in colleges and universities, attention should also be paid to the dance education personnel, educational environment and facilities of colleges and universities. Therefore, it is necessary to check and grasp the teachers' advantages in college dance teaching, reasonably allocate teacher resources, set up special dance classes, and install mirrors on all four walls of the classroom. Purchase appropriate dance equipment, refurbish the floor of the classroom, increase the space of the dance classroom, make and distribute dance costumes for students to increase their enthusiasm for dance classes, and provide dance suggestions to encourage students to train themselves, find and solve problems in dance teaching Program. In addition, professional training of dance teachers should be conducted regularly to improve dance literacy and continuously improve the quality of dance education.

### **3.3 Optimize and Innovative Teaching Methods**

The change of teaching methods plays an important role in dance teaching in colleges. The teacher will actively encourage students to perform standard dance movements and imitate the training in the video, and the teacher will teach the correct movements according to the students' learning situation. Dance competitions can be used to encourage students to practice given dance moves for a fixed period of time. After the competition, the outstanding students will be rewarded in order to mobilize the enthusiasm of students to learn dance, improve students' dance ability, and improve the overall level of college dance education.

### **3.4 Optimize the Teaching Staff**

In foreign countries, education departments are seeking a relatively complete reference system for teacher qualification standards. China also needs to improve and develop a certification system that meets China's national requirements as soon as possible. Because dance is a very comprehensive subject, the requirements for the comprehensive quality of teachers are relatively high, and they must have profound cultural background and good professional skills. Not only that, the dance teacher must have good emotions, selfless dedication, loyal to the purpose of dance education, and be able to be a role model for students. Schools need to respect dance teachers' leadership in establishing disciplines and make full use of their backbones to enable them to maximize their enthusiasm and improve the quality of education. Dance teachers should continue to learn new dance knowledge, and schools should regularly arrange for them to receive special training. Teachers improve their theoretical basic level through theoretical research, and develop theories on this basis to meet the needs of college dance classes, and cultivate high-quality professional talents for college dance classes.

### **3.5 Diversified Teaching Methods**

In terms of teaching methods, in order to give full play to the enthusiasm of students, it is necessary to change the previous model of "teacher lectures and students passively listen to lectures". First of all, teachers should attach importance to the combination of teaching and independent teaching in the teaching process, and always put the cultivation of students' aesthetic ability in the first place. For example, dance studies can enable students to play music and create dances based on the basic dance skills they have mastered. This not only shows the students' response ability, but also promotes their autonomy and cooperation, and completes the interaction in the education process. Secondly, in the process of teaching dance by teachers, the level of education cannot be fully achieved, and multimedia equipment has more advantages and can be used for dance education. Dance is a performing art. Although teachers must show a multifaceted, rhythmic education, it is difficult for teachers to explain clearly to students in words. However, advanced multimedia equipment is the most intuitive and dynamic way to display dance content to students. They can provide meaningful things, stimulate students' artistic awareness, stimulate interest in

dance lessons and improve students' memory. Third, improve students' creativity and thinking ability. The image of dance art is shaped by human movement. When learning dance, the teacher must not only let the students imitate learning, but also fully stimulate their creativity and thinking ability. Students can record their work with a video camera, watch them in class, find problems and solve them.

#### **4. Conclusion**

We should integrate dance education courses into different categories of elective courses in Colleges and universities, optimize the structure of education courses, strengthen the construction of theoretical courses, scientifically integrate them, reduce categories and increase class hours, so as to make students understand dance art course more completely and systematically. From the perspective of quality education, we also focus on cultivating students' quality of art appreciation. In addition to theoretical courses, the course of appreciating dance works of art is also set up to effectively stimulate students' enthusiasm and make students feel the charm of dance in the process of appreciating and analyzing works of art.

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