

# **The Basic Concept and Teaching Analysis of Preschool Education as a Major in dancing**

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**Abstract:** As an art that reflects the body language and rhythm of human body, dance also has high interest and creativity, and it is also an effective way to train children's artistic perception and artistic accomplishment in early childhood teaching, therefore, as one of the compulsory courses for pre-school education, dance course is the key point for the optimization of preschool education. So this paper analyzes on the basic concepts and teaching design of pre-school education dance courses taking from the aspects of curriculum orientation, teaching status, deficiencies and innovation development, to help the pre-school professional dance teachers to clarify teaching objectives.

## **1. Introduction**

The pre-school education program is aimed to cultivate a group of teachers who have certain pre-school education knowledge and are familiar with the characteristics of children's psychological behaviors and can as well engage in the teaching work of early childhood education institutions. Therefore, unlike the teacher-specialized majors in fixed disciplines, the curriculum of pre-school education majors should pay more attention to the student's mastery of the design activities and the diversity of subject knowledge in the curriculum. In 2010, the State Council issued the "Several Opinions of the State Council on Current Development of Preschool Education". The document states that in order to ensure the comprehensive development of early childhood education, the preschool education must break through the predicament of the current weak teaching innovation and ensure the balanced development of various disciplines. However, in terms of dance courses, many colleges and universities are still accustomed to the professional curriculum system of dance academies and the teaching management structure is simple as the teaching emphasizes on "skills training", while ignoring the particularity and practice of preschool education, Sexuality which has led to the low efficiency of the teaching of dance courses for pre-school education and the difficulty of students applying their skills to teaching practice which makes the dance discipline fall behind in the development of early child education making the scientific development of preschool education in China to have a negative impact.

## **2. The positioning of pre-school professional dance courses**

### **2.1 Employment needs related to the dance ability of kindergarten teachers**

In the "Teachers Education Curriculum Standards (Trial)" document issued by the Ministry of Education in 2011, the art teaching activities of early childhood education institutions are divided into three modules: music skills, art skills and dance skills. The "Guidelines for Learning and Development of Children Aged 3 to 6" set the goal of children's art learning to help the children perceive and understand the beauty of art, cultivate in the children's creativity and encourage the children to express themselves through art. Therefore, the role of preschool teachers is to provide the children with a platform to perceive and create art through corresponding art teaching activities. Dance, as an art that combines the stage art, music rhythm and body language is an excellent platform for children's art practice and has therefore become a subject of much attention in preschool education reform activities. In the National Art Education Standards, dance teaching is defined as a subject that cultivates children's dance taste and body expression ability through body

rhythm, group song and dance performances and dance games. Based on the country's demand for teaching in the field of children's art and the characteristics of dance disciplines, children's dance teachers need to have a sense of dance art, basic dance skills, and respect for children's awareness of creative behavior and the ability to develop children's dance personality and learning thinking.

## **2.2 The purpose of teaching preschool the professional dance courses**

As one of the compulsory courses in pre-school education, dance course not only requires the students to master certain basic dance foundations, dance theory foundation and appreciation ability, but also pays attention to the students' ability to arrange the children's dance and design activities. Therefore, the dance courses offered by preschool education mainly have three major teaching objectives

Firstly, To help the students master a stronger dance foundation: The basic skills, posture and limb rhythmic skills of dance as the basis for teachers to present the artistic characteristics of dance works are the professional skills that dance teachers must master, and also the basis for ensuring the professionalization of children's dance teaching.

Secondly, to help the students master the dance culture of different ethnic groups: As an art form created by human society, dance does not only contains the beauty of the body, but also it contains the cultural traditions of different nationalities and regions. As a multi-ethnic country, the dance curriculum of pre-school education needs to help the young children's dance teachers master the dance styles under different national cultures to help them better explain and display outstanding national culture for the children.

Thirdly, To help the students master the practical skills of children's dance choreography and dance teaching: The cultivation of design thinking of dance activities is the basis for students to better design teaching activities based on children's learning characteristics and physical characteristics in future work. Therefore, the dance course needs to help the students master the ability of children's dance, the ability to improvise, the ability to decompose and use dance examples and the ability to observe and evaluate children's artistic expression.

## **3. The teaching mode and shortcomings of the pre-school education professional dance course**

### **3.1 The general teaching mode of preschool education professional dance courses**

At present, most of the teachers of pre-school professional dance courses in China are mainly from professional dance colleges. Therefore, in the process of teaching design, most of them retain the talent training mode of dance majors and combine some teaching theories of teacher education majors and the teaching of the dance course is divided into three sections:

First, The basic skills training courses:

Pre-school education dance courses generally have four semester compulsory courses and one or two elective courses. In compulsory courses, the teachers mainly focuses on the basic knowledge of students' dance and the teaching of movement skills which they generally include pole exercises, waist exercises, body control, joint flexibility exercises, limb coordination and motion memory, etc., and mainly dance music practice as the main way.

Second, The dance choreography training courses:

The fourth semester of the dance course is generally focused more on the students' choreography ability training. Since the most preschool students do not have systematic dance training. In these courses, they are generally used in using the past dance movements to match the music.

Third, The dance theory and educational theory learning:

In addition to training students' dance skills, the dance course also needs to help the students master the relevant theoretical foundations of dance, dance appreciation, art culture, etc., to help them better analyze and explain the artistic connotation of dance works, at the same time, it is necessary to ensure the relevance of dance teaching and early childhood teaching by teaching students' learning psychology and analysis of children's physical characteristics.

### **3.2 The shortcomings in the current dance teaching model**

Because the pre-school professional enrollment method has certain differences with the talent screening standards of professional dance academies, this kind of dance teaching mode seems to be professional but in fact it does not fully meet with the characteristics of pre-school education students and the needs of preschool teaching works. There are deficiencies:

Firstly, The focus of dance teaching has become the “technical training” rather than “child education”: The current proportion of dance courses is the teaching of basic skills and dance works, although such teaching activities are the basis of mastering dance skills, too specialized training will not only consume more energy from the students. Moreover, the students' focus is on dance practice, but they do not grasp the tracks and dance movements that can be used in early childhood teaching which shows a disconnection between learning and work needs.

Secondly, the dance theory teaching focuses only on the relevant theories of dance and dance teaching: As an art form that combines music, drama and culture, dance alone offers a course in dance appreciation and dance theory that does not help the students master the dance art in a multicultural context.

Thirdly, the dance choreography teaching is still the process of “eat the old”: Due to the limited time of systematic dance training for students, many dance teachers divide dance into “action examples” to help the students remember. This teaching method seems to reduce the difficulty of choreography, but the students do not master them and the ability to design dance movements in different children's track situations. At the same time, the action learning of professional dance courses is also out of touch with the physical expression ability of young children, which makes most the students unable to independently organize the children's dance in the future work and at the same time limit the creativity of children's body language.

## **4. The innovation of dance teaching system under the background of preschool professional reform**

### **4.1 To enhance the diversity of the basic theory of dance**

Pre-school professional dance courses are offered for kindergarten teachers. Therefore, the theoretical teaching of the curriculum should extensively involved in the development of children's dance awareness, dance culture knowledge, dance design, music and drama appreciation, dance and other related theoretical foundations and art appreciation courses to ensure that the students can view dance from multiple angles during the dance teaching activities.

### **4.2 Properly arrange the proportion of basic dance training and teaching practice**

Because the dance skills of pre-school students are quite different, most dance teachers are eager to improve their dance skills in the process of contacting students and neglect the cultivation of the students' in “children's dance teaching” ability. In response to this problem, dance teachers can grade the “teacher” teaching system based on the student's dance foundation, and cooperate with the local kindergartens to synchronize students' “dance training” and “dance practice” to encourage the students to explore their own dance skills.

### **4.3 To develop the local dance music tracks**

As a multi-ethnic country, China has a very rich folk dance resources with the call of the country for the promotion of traditional culture in recent years, many kindergartens have begun to think about bringing local opera and folk dance art to the campus, the smooth training also requires dance teachers to have a certain understanding of the national dance culture. Therefore, pre-school professional dance courses can incorporate ethnic dance elements in dance theory and dance appreciation courses and can also cooperate with the local song and dance troupes to help the students develop the elements that can be applied to the children's dance teaching in ethnic dances, enhance the opportunities for dance practice in children's daily life and their interest in dance art.

## 5. Summary

With the changes in the teaching needs of the current kindergarten teachers the state calls for the comprehensive development of early childhood education, the pre-school professional dance curriculum should first rethink its teaching purpose, and the “designing students' ability so as to design the children's dance teaching activities” as the core of curriculum design. The Professor of diverse dance culture and early childhood dance teaching theory, and to Combine the teaching and work practice in school and conceive a new teaching system in order to train more innovative thinking children dance teachers in China.

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