

Research on Optimizing Ways and Objectives of Dance Education in Colleges and Universities from the Perspective of Aesthetic Education

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Keywords: Aesthetic Education; Colleges and Universities; Dance Education

Abstract: In recent years, with the development and progress of society, the society has increasingly high requirements for the comprehensive training of talents. Dance education, as an important part of the current construction of colleges and universities in China, plays a very positive role in cultivating students' aesthetic consciousness and ensuring their all-round development of morality, intelligence, physical fitness, beauty and labor. Dance education, as an important part of College Students' comprehensive quality education, aims to improve college students' aesthetic quality and cultivate their aesthetic taste. However, from the current situation of dance education in ordinary colleges and universities, there are still many problems. How to effectively carry out college dance teaching and enhance the relationship between dance and aesthetic education is an important part of college dance teaching. Therefore, starting from the issue of dance quality education, this paper discusses the countermeasures, measures and basic path to improve the dance quality education in ordinary colleges and universities, in order to continuously improve the students' aesthetic quality.

1. Introduction

With the rapid development of China's social economy and cultural construction, there has been a tremendous extension and change in the art and social function of dance education. The pursuit of beauty is a characteristic of human beings. Discovering beauty and feeling beauty in the course of life is an important significance of human existence [1]. Especially for the college students who are full of prosperity, they have a more active and higher pursuit of beauty. Dance has become the popular expression of emotion and the pursuit of spiritual culture. The popularization of dance has become an inevitable trend [2]. Strengthening dance teaching in Colleges and universities can obviously improve the quality of students, improve the development of students, and enhance the emotional value of students. In this context, dance teaching in Colleges and universities must also change teaching concepts, innovate teaching models, adapt to the development of popular dance, and promote the healthy development of dance teaching.

2. The Realistic Dilemma of Dance Education in Colleges and Universities in China

2.1 The Vague Objective of Education and Weak Students

The goal is the precursor of action, and a clear orientation of educational goal is the premise and foundation of dancing teaching. Dance quality education in Colleges and universities in China started late and has not yet formed a clear target orientation. In recent years, our country has gradually increased the proportion of dance courses offered. Many colleges and universities have set up dance compulsory courses and dance elective courses, and started to set up dance competitions of different scales and levels, so that students can show themselves and enhance their self-worth on this dance platform. The main purpose is to cultivate college students' artistic creativity and aesthetic ability. It is an important way to promote quality education in colleges and universities. It appears in the form of elective courses, including body dance lessons, yoga dance interest classes and so on. Judging from the reality of college dance education, most non-dance majors have not undergone strict and long-term basic physical training and basic knowledge of

dance before choosing dance quality courses [3]. Dance is in line with the essential characteristics of human body and mind in emotional expression, and it has a pleasant body and mind. The unique functions of bodybuilding, contact emotions and solidarity groups make it an indispensable art for people's lives.

2.2 The unstandardized Curriculum and the similar Selection of Teaching Materials

The curriculum system is the realistic path to achieve the teaching objectives, and is the carrier of the teaching process. College dance education must combine the basic objectives of dance quality education and construct a scientific and reasonable curriculum system. Colleges and universities basically implement the credit system, and the scores of professional courses are very small. In order to repair enough credits, students often have insufficient professional level and have an impact on their future employment [4]. At present, many college students have not been exposed to dance education in primary and secondary schools, and have a low awareness of dance. They believe that dance teaching is just a waste of time. Teachers have short teaching time and limited student study time. It is impossible for students with weak foundations to receive systematic dance basic training, often only for credits. The way of dance education in colleges and universities is single [5]. Popular dance has the effect of promoting students' all-round development of morality, intelligence, physical fitness and beauty, but it is relatively weak in helping students' long-term career development. Lack of appropriate textbooks. At present, there is no unified dance teaching system in Colleges and universities in our country, and there is no reasonable selection of teaching materials, which directly leads to the lack of subjectivity, one-sidedness, systematicness and standardization in the process of implementing dance education in Colleges and universities, and has a very serious impact on the development of students [6]. Dance textbooks aiming at training elite dancers have higher requirements for students' dance foundation and higher teaching objectives, which do not meet the requirements of dance quality education in Colleges and universities.

2.3 Teachers' Low Level and Obsolete Teaching Methods

The level of teachers is the basis of education and directly determines the effectiveness of education. At present, there are problems in the teaching staff of China's dance education, such as insufficient number of teachers, low teacher education level and lagging teaching methods. At this stage, most ordinary colleges and universities use open classes to popularize dance knowledge, and then use physical dance public elective courses to enhance students' interest in dance, inculcate students' professional dance knowledge, and cultivate students' aesthetic ability [7]. As far as the current situation in China is concerned, the country needs to develop and science and technology must improve. The talents we train must be high-quality talents with all-round development. Therefore, college dance art education and quality education are an educational form in the field of off-campus education. It is very difficult [8]. The level of teachers is not high and the teaching methods are outdated. The existing dance teachers in Colleges and universities have the problems of outdated teaching concepts and single teaching methods. Dance art is a kind of external performance art of culture. The culture, style and emotion contained in it are often difficult to be clearly described by language. It must be explained by means of vivid images and standard dance movements. To shape students' body shape and lines, so that they can experience the aesthetic significance of body dance teaching. However, due to the influence of the dance training room and the quality of dance teachers in Colleges and universities, many non-dance majors are sighing.

2.4 Lack of Humanistic Accomplishment and Insufficient Artistic Practice

Dance is an art of human movement and a pluralistic human culture, which determines the special significance of dance in the education of human civilization and aesthetics. Therefore, its spiritual shaping and aesthetic construction of human physical form can not be replaced by other artistic forms. Dance art is first of all a kind of practice, and the quality of dance art should also be formed in practice. Dance education in Colleges and universities in our country generally exists the problems of "attaching importance to dance skills training, ignoring humanistic literacy" and "attaching importance to classroom teaching, ignoring artistic practice". Elegant art leads the

development of society and the progress of civilization. The reform of dance education from the perspective of humanism is to make dance serve the society as an art form, and to awaken human poetry and painting with the beauty of dance art. In addition, the existing dance quality education process pays attention to the explanation of the classroom content, lacks the true sense of artistic practice. The dance art practice of most schools is just a celebration of festivals such as large-scale cultural performances.

3. Path Innovation of Dance Education in Colleges and Universities

3.1 Defining the Basic Objectives of Dance Education

Dance quality education in Colleges and universities is different from the talent goal of professional dance colleges to train senior professional dancers. Dance education is an important part of aesthetic education. It is an education whose main task is to appreciate and create beauty. In the teaching of body dance in Colleges and universities, we should pay attention to improving the teaching environment and atmosphere, which can enhance students' desire to learn body dance. A good teaching environment can provide students with pleasant feelings and make them have enthusiasm for learning [9]. At the same time, schools can cooperate with out-of-school dance institutions to set up dance professional training to help students adapt to the needs of social employment. In addition, the theory and practice of dance teaching will be organically combined to cultivate students' interest in dance learning, while carrying out dance performances, dance competitions and other activities. Colleges and universities should position their own dance teaching goals, combine dance and student development, and form a dance teaching system according to their knowledge structure and age characteristics. Therefore, college dance quality education must focus on this educational goal and redesign the famous part of teaching. Integrate aesthetic education into a dance education curriculum, and attach importance to cultivating students' aesthetic ability [10]. Colleges and universities should integrate the moral education quality requirements of college students in the dance teaching in the new era, so that students can improve their development in dance teaching and fundamentally improve the students' development.

3.2 Constructing the Course System of Dance Education

In the process of perfecting the dance teaching mode in Colleges and universities, the education department should combine professional dance educators to revise the teaching syllabus and improve the planning and goal of teaching. Based on the uniqueness of sports dance, when examining sports dance from an aesthetic perspective, we should also treat the aesthetic content and form dialectically. Therefore, optimizing the curriculum of dance quality education and constructing a well-structured and ordered dance teaching curriculum system are the necessary requirements to solve the problem of insufficient effectiveness of current dance quality education and to train high-quality and compound talents. We should focus on innovating teaching contents and methods, and encourage students to participate actively in body dance teaching. This not only needs to be stylized, but also conforms to the basic principles of mechanics and human physiological structure, and meets the basic needs of aesthetics. Attach importance to the practice of dance art practice, and actively expand the channels of dance art practice, organize and encourage students to participate in various public welfare performances, so as to find problems and solve problems in dance practice. In the process of teaching, step by step, improve the physical and psychological education of students in an all-round way, implement multi-form and multi-content teaching mode according to individual differences, enhance students' enthusiasm for dance learning, and let students actively participate in the dance teaching process.

3.3 Increasing Students' Art Practice

Humanistic accomplishment and knowledge structure are the basis of personal development and progress. Only dance performances with profound cultural connotations can move and infect people. Strengthening interaction, communication and cooperation is an important cornerstone of dance

education reform, which is conducive to cultivating more talents in the field of dance. The most effective way to reform the field of dance teaching is to strengthen the exchanges and cooperation among dance colleges. Students can exercise and coordinate their interpersonal relationships through various forms of dance performance, unify their will and condense a spirit, which exerts a subtle and undeniable internal control over people's thoughts and behaviors. Therefore, dance quality education should pay more attention to students' humanities education while improving the performance of dance performance. In the process of teaching, teachers should pay attention to the innovation of teaching methods and content, so that students can experience the fun of learning. Such exchanges and cooperation should not be limited to only between regions and regions, but also between provinces and provinces, and between countries and countries. The exchanges and discussions between the dances are conducive to the common progress between the two sides.

3.4 Strengthening the Teachers Team of Dance Education

Teachers are the guides of classroom teaching activities. In dance teaching in Colleges and universities, teachers have a subtle influence on students' knowledge learning and aesthetic improvement. Constructing a compound teaching staff with strong professional skills and high humanistic quality is the basis of human resources for carrying out dance art education. Teachers need the combination of action demonstration and language description for teaching content. The movement of body dance is not a mechanized action, but the expression and expression of their own emotions. In terms of teaching content, we should adhere to diversified development. Combining the teaching of classical dance, modern dance and folk dance with dance appreciation, making full use of multimedia technology to show more beautiful dance works for students. Send dance teachers to professional dance academies and professional dance performance groups to learn, exchange visits, implement the strategy of teachers going out, broaden the horizons of teachers, and improve the professionalism of teachers. Integrate multi-cultural art into the dance class, teach art appreciation around the theme of the dance class, learn from the true dance critics, cultivate the students' "dance recognition" ability, and cultivate their professional knowledge, high-grade artistic personality and diversity. Art knowledge. Teachers should update the evaluation and assessment methods of dance teaching, and implement comprehensive evaluation according to students' learning attitudes, individual differences, and the completion status of dance programs. Improve the treatment of dance quality education teachers, appropriately tilt the dance teachers, actively attract excellent dance talents to work in colleges, and increase the number of dance teachers in a planned way.

4. Conclusion

In the context of the development of the times, major universities have opened dance courses, which have greatly promoted the students' physical quality and aesthetic taste. Dance education in colleges and universities should change the traditional teaching mode. In the teaching process, it pays attention to the professional development of students, encourages students to participate in social dance practice, strengthen cooperation with off-campus dance institutions, and help students broaden their horizons of dance and enhance their aesthetic ability. At the same time, the practice of dance art is very important for dance education. It should actively support and encourage students to participate in campus cultural dance performances and various public welfare social performances, so that students can find problems in the dance learning process in the practice of dance art, thus continuously improve the dance. Expressiveness and appreciation. This paper analyses the two aspects of improving students' learning enthusiasm and teachers' aesthetic quality. Only the combination of students' learning enthusiasm and teachers' teaching quality can promote the development of good teaching activities and make dance teaching in Colleges and universities achieve its function of improving students' physical and mental aesthetics. In the development of dance teaching in the future, dance in Colleges and universities should be regarded as a basic quality education content. Colleges and universities should pay attention to their own problems in dance teaching, improve the quality of dance teaching in all respects, and enhance the effect and

value of dance teaching in improving students' aesthetic quality.

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