

# **The Application of Reversal Classroom in the Teaching of Preschool Education Specialty in Colleges and Universities**

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**Abstract:** In the information age, the teaching concept has changed, and the way of dance education in colleges and universities has also changed. Based on the students' demand for information, flip the classroom as a new teaching mode into colleges and universities, and change the original "go to school, do after class" mode into "integration between class and class" mode. Urge teachers to change from the original classroom leader to the organizer and mentor of students' learning, and give the students the dominant right of learning. Students can find, raise and solve problems by flipping the classroom, and better guide dance practice. In order to improve their dance skills.

## **1. Introduction**

In recent years, the reform of education and teaching in our country has continued to infiltrate, and the educational model has developed in the direction of modernization and information. Among them, the reverse classroom teaching mode is based on information and computer technology, and is becoming more and more popular in college teaching [1]. At present, most of the college students are after 90, 95 after receiving new knowledge, the ability of new things is very strong, and has a strong autonomy, so it is feasible to reverse the application of classroom teaching mode in practical teaching [2]. For a long time, the teaching of dance major has adopted the teaching method of teaching by word and example, the traditional teaching mode is in the dominant position, and the students are not interested in dance learning and practice. The application of flip classroom in preschool dance education in colleges and universities can not only effectively stimulate students' enthusiasm for participation, but also help students better master dance related knowledge and skills, so as to promote students to make breakthroughs and development in their major [3].

## **2. The Connotation and Characteristics of Flipping Classroom**

Flipping the classroom is a teaching model put forward by Salman Khan at the TED conference in 2011, which is contrary to the traditional "classroom and after-class" method. That is, teachers watch videos before teaching, and then carry out teaching under the guidance of constructivism and other theories. At the same time, they coordinate the relationship between teachers and students with the help of modern educational technology, and deepen students' mastery of knowledge and skills. Truly realize the reform and innovation of the traditional teaching mode [4]. In practice, the implementation of flip classroom requires students to watch the teaching content of this class before class, and then exchange their learning experience in class, and then the teacher gives a targeted explanation of the key and difficult knowledge. In order to achieve the teaching objectives, the specific process is as follows:

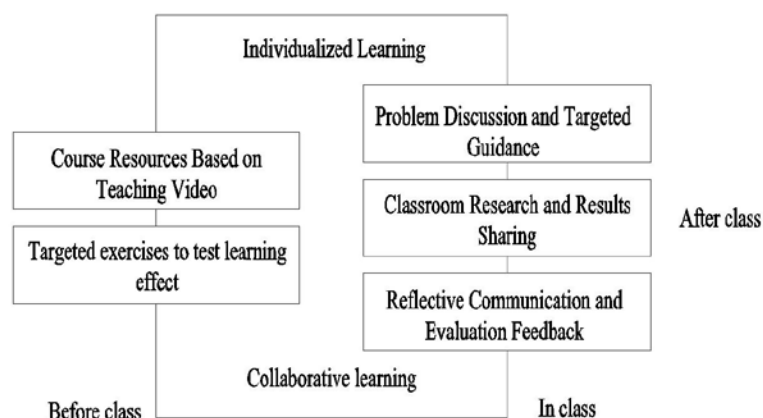


Fig.1. Flip the classroom process

Flipping classroom teaching mode has obvious advantages in application. From the point of view of teaching program, it breaks through the disadvantages of the process of knowledge education in the past teaching class, emphasizes the students' independent learning of knowledge after class, and sets up a good platform for the communication between teachers and students. Students can successfully complete autonomous learning under the guidance of teachers [5]. It respects the students' learning personality, changes the teacher-centered infusion teaching pattern in the past, and can gradually guide teachers to give up the traditional concept and make dance teaching keep pace with the times. At the same time, flipping classroom has rich teaching resources, and can present the content of teaching materials in the form of video materials. Students complete their learning activities according to their own learning needs, which is conducive to the formation of students' autonomous learning ability.

### 3. An Analysis of the Present Situation of Preschool Dance Education Model in Colleges and Universities

In 1980 s, dance teaching in preschool education in colleges and universities made great progress. However, under the influence of examination-oriented education and other factors, there are some shortcomings in the pre-school dance teaching mode in colleges and universities. In teaching, it is very important for students to master the basic skills of dance and create them. However, dance, as a part of the art system, has its own strong cultural characteristics. Dance can only jump out of charm only if it has cultural connotation. It can be seen that the teaching of dance culture is necessary [6]. However, in reality, teachers do not pay enough attention to culture and theory. Most of the courses are arranged to train dance skills, and the dance out of the students has its "shape". Lack of infection. As we all know, the ultimate goal of dance art is for people to appreciate and leave a good visual feeling. Dance originated from labor,

But it is far higher than life and has artistic value. However, in the specific teaching, teachers still adopt old teaching methods, which are not consistent with the current pluralistic cultural development, which leads to the disconnection between teaching and practice, which is not conducive to the growth of dance talents. Not only that, dance training is boring and boring, students are not interested in dance [7]. At present, some colleges and universities focus on the basic skills training of students' dance, and regard mastering the difficulty of dance movements as the only benchmark to measure students' dance performance, although some colleges and universities have also actively introduced the teaching mode of multiple intelligences in dance teaching. But these methods are in the mechanical and imitating stage, aiming at pre-school students in colleges and universities. The reform of dance teaching has not produced any real help. Generally speaking, dance education in colleges and universities generally pays attention to students' dance skills, rather than cultural and artistic theories, which makes teaching and practice out of touch and outdated teaching methods, which can not stimulate students' interest in dance learning.

## **4. The Application Strategy of Flipping Classroom Teaching Mode in the Teaching of Preschool Dance Specialty in Colleges and Universities**

### **4.1. Define the objectives of the curriculum**

The goal is the basis of the whole teaching activity and directly determines the direction of teaching reform. In the goal design, the curriculum content, the specific strategy and so on will be determined according to the goal [8]. The design of preschool dance teaching goal in colleges and universities should start from three aspects: cognition, action and emotion. The first is for students' intelligence, such as knowledge, information and problem-solving ability; the second is students' sports ability in body, bone and so on; and the third is the emotion and attitude contained in dance works. For example, the teaching goal of Mongolian Dance should focus on the following aspects: so that students can master the style and rhythm of Mongolian dance. And other basic contents, enrich the cognitive category of students. Master Mongolian dance hard wrist movements, and cultivate students' awareness of loving traditional culture in their study.

### **4.2. Reasonable design content**

Reasonable design of teaching content has a positive impact on improving teaching quality. The reverse classroom video design should let the teacher record, arrange, arrange the content and process according to the students' cognitive and receptive ability according to the teaching progress, and finally carry on the practice. At the same time, in order to improve the effectiveness of teaching, teachers can interpret it. For example, in the teaching of Mongolian top bowl dance, teachers can add pictures and animations to the video to stimulate the students at the sensory level. So that students can master the difficulties [9]. When learning ethnic dance, it is difficult for some students to distinguish the "tremor" and "pendulum" between the Hui and Uygur ethnic groups. For this teacher, it is difficult for some students to distinguish the "tremor" and "pendulum" between the Hui and Uygur nationalities. Video can be used to show the differences between the two kinds of national dance, that is, Uygur dance emphasizes the feeling of youth, while Mongolian dance attaches importance to the beauty of physical strength. In addition, students can also study independently after class and feedback their learning results to teachers. Teachers can evaluate and guide students through QQ, WeChat and other communication tools to improve the effectiveness of teaching.

### **4.3. Carry out teaching activities**

Teaching activities are the core of teaching. Taking classical dance as an example, in the implementation of reverse classroom teaching, teachers should make use of the course to let students appreciate the classical dance "return to nature", have a preliminary understanding of the charm of classical dance, and arouse students' enthusiasm for learning. Experience the elements of motion in dance. At this time, the teacher should put forward "what is the connotation of classical dance?" According to the students' answers, the teacher further explains where the "rhyme" of classical dance is embodied, and then looks back at the video again and mimics the classical dance. Through the above theoretical analysis, students can better grasp the characteristics of classical dance, making the dance posture more interesting [10]. In a down-to-earth manner After mastering the basic knowledge of dance, teachers should encourage and guide students to combine their own life experience and give full play to their imagination in order to enhance students' experience of dance learning. In order to achieve twice the teaching effect with half the effort, teachers can correct students' wrong movements according to the picture tutorials prepared in advance, explain the hands and feet of classical dance, and promote students to deepen their understanding of the connotation of dance knowledge.

### **4.4. Carry out objective evaluation**

In reverse classroom teaching, the end of teaching does not mean the end of teaching content, and the evaluation of after-class teaching is more critical. After teachers and students participate in dance teaching activities, there is less time left. It is not advisable for many teachers to give up

evaluation in order to complete the teaching objectives within a specified time. Teachers can understand their own shortcomings from the students' learning situation, and can master the students' weaknesses, make corresponding adjustments and optimizations in time, and answer the students' questions deeply. For example, when the classical dance posture is trained, the distance between the hand and the top of the head, the position of the body and so on, need to be emphasized many times by the teacher to increase the impression of the students. It's flipping. In classroom teaching, teachers can divide videos according to the difficulty level, so that students at different levels can receive targeted teaching. For example, for students with weak foundation, we should pay attention to the viewing and learning of dance culture and basic skills related videos. For the students with good foundation, it is more to guide them to innovate in dance and gradually cultivate their strong interest in dance learning. Only by being interested in dance learning can we benefit from it, make students' dance learning change from quantitative to qualitative, and enhance students' dance skills, so as to better display their professional accomplishment in the future.

## 5. Conclusion

The cultivation of professional talents is the main goal of education and teaching in colleges and universities. In the new period, as a modern teaching method and method, the application of reversal classroom teaching mode in preschool dance teaching in colleges and universities is the concrete form of reform and innovation. Compared with the traditional teaching method, it can enhance the interaction between teachers and students, and can greatly improve the utilization rate of students' extracurricular time. However, it is undeniable that the application of reversal classroom in practice has not yet played a positive role, and needs to be further strengthened, such as optimizing teaching resources, deepening curriculum connotation and so on. Further deepening the role of reversal classroom in Dance Teaching, for the Reform of Dance Teaching in Colleges and Universities Provide more support, constantly improve the quality of dance teaching, for our country to train more dance reserve talents.

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