

Exploration on Using Heuristic Teaching in Dance Teaching

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Abstract: In recent years, dance is increasingly concerned by people. Students also have strong interest in dance. With the constant improvement on educational reform, the dance course in colleges is constantly increasing. As the artistic educational subject, the dance course has some differences by comparing with the traditional classroom. As a result, the traditional teaching method is not suitable for dance teaching in colleges. Heuristic teaching is a teaching method that conforms to students' learning law and cognitive level. It can make students more independently explore and discover than the traditional teaching method. Heuristic teaching can improve dance teaching efficiency, thus the author discusses the application of heuristic teaching in dance teaching and lays a foundation on colleges to greatly achieve a goal of dance teaching.

1. Introduction

To cultivate more high-quality integrated talents for the state is the teaching goal in colleges. In recent years, driven by the educational reform, an increasing number of colleges start setting up the dance course. There are more and more abundant dance categories. Considering that the dance knowledge has a difference with the traditional theoretical knowledge, the traditional teaching mode is not suitable for the dance classroom. The heuristic teaching pays more attention to improving students' innovative capacity and practice ability on the basis of imparting knowledge to students. Moreover, it can reinforce students' subject status of study and contribute to letting students realize independent reflection and autonomous discovery under the guidance of teachers, thus students will not just repeat the dance actions, but have their own comprehension and innovation^[1]. This is identical with the original intention of setting up the dance course, so it has the far-reaching realistic significance on exploring the application of the heuristic teaching in dance teaching.

2. Importance of Heuristic Teaching in Dance Teaching

2.1 Features of the Heuristic Teaching

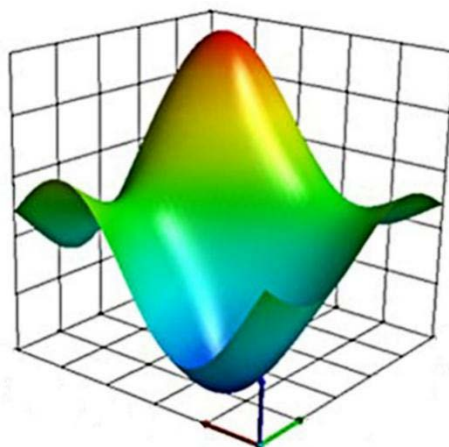


Figure 1 Students' Memory Curve

The heuristic teaching occupies a very important status in teaching idea of the Confucius. He put

forward “not explain unless one is desperately anxious to learn and not explain to someone who is not determined to learn”, thus teachers are required to provide different teaching contents according to different level and state of students. The heuristic teaching requires teachers to provide the corresponding guidance for students and transform the corresponding theory into specific knowledge of students^[2]. The transformation process emphasizes on students’ comprehension on knowledge and it is closely linked with their practical life. The heuristic teaching is good for improving students’ memory curve(Figure 1).

2.2 Features of Dance Teaching

Dance teaching is a kind of art education. The general requirement with other educational categories is that they pay attention to teaching of basic knowledge. However, dance teaching pays attention to motivating and cultivating creativity and practical capacity of students in teaching activities for its special artistic property. At present, the reason why students who take dance classroom as an elective course are increasing year by year in colleges is that ability training of the dance team has the important significance (Figure 2). Therefore, dance educators should not blindly impose their volition on students, but guide students to the palace of art step by step.

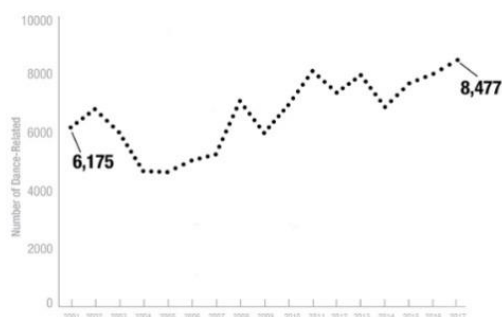


Figure 2 The Number of Students Who Have the Optional Course as Dance in Colleges

2.3 Educational Objectives of Dance Teaching

Dance is the body language performance art and also the emotional art of representation. The expression process of dance is the combined process of mind and body^[3]. As a result, in the specific teaching process, the mandatory and spoon-feeding teaching mode shouldn’t be used. The most important thing is to guide students understand how to study and how to learn, instead of just accepting knowledge passively. It is necessary to fully mobilize students’ learning initiative and enthusiasm, give the vast creative space and imaginary space to students, and motivate students’ imagination and creativity, so as to realize the ideal teaching effect.

3. Types of the Heuristic Teaching in Dance Teaching

3.1 Emotional heuristic teaching

The heuristic teaching mode requires teachers to create the corresponding teaching situation in the classroom. The entire teaching process emphasizes on emotional setting and emotional motivation^[4]. Emotional setting is associated with life scene. In other words, it stimulates the life scene that is familiar to everyone. In this situation, students can imagine and internalize relevant knowledge and combine with teachers’ teaching. Teachers can guide students to express different emotions by virtue of different expressions. In dance, facial expression is a very important aspect.

3.2 Observational and discovery-oriented heuristic teaching

Such a teaching mode includes two parts: observational experience and discovery-oriented innovation. These two parts are mutually promoted. The purpose of the observational experience is to broaden students’ horizon and motivate their imagination, thus students will conduct independent study and innovation, and finally make innovations on dance.

3.3 Demonstrative heuristic teaching

Such a heuristic teaching mode uses the personal educational teaching mode, which is effectively combined with the guiding teaching^[5]. The teaching process needs the demonstrative contents, but the demonstration is more than demonstration of teachers. It also can organize students for demonstration. In teachers' demonstration, it is necessary to notice students' ability of observation and simulation. In students' demonstration, it is necessary to reveal and improve students' learning achievements. In this way, students can learn lessons from others.

4. Specific Application of the Heuristic Teaching in Dance Teaching

4.1 Students master action standards and essentials in teaching and enlightenment

In dance teaching, teachers firstly should give the standard and complete action demonstration to students. The concise teaching language explains the action essentials, thus students will comprehend the overall form of action. Lots of actions and skills need repeated and long-term exercise. This requires students to have the strong spiritual quality of patience and hardworking spirit. After students master the positive actions, teachers shouldn't be urgent to correct them, but group students. Group students conduct action exhibition, promote common progress and transfer positive action to reverse action, while overcoming the shy mentality. At last, group members perfect action together. Meanwhile, teachers guide and summarize in groups, enlighten and encourage students to develop subjective initiative, comprehend the law of combined motions and internal relationship in each action, penetrate emotional experience to action demonstration and explanation, so as to encourage and enlighten students to actively analyze and comprehend the actions. In teachers' explanation and enlightenment, emotional cognition is improved to rational knowledge, thus students will master action specifications and essentials within the short time.

4.2 Emotional Experience of Enlightening Students' Freedom

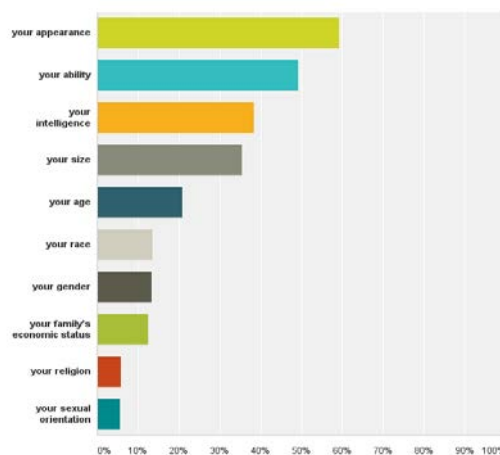


Figure 3 Emotional Influence Factors

The dance teaching activity has an important principle. In other words, teachers' teaching guidance should avoid from tedious and detailed analysis and live "suitable guidance". The purpose is to value educatees' personal experience. This is also one of important principles in art education. As shown in Figure 3, human emotional change is affected by multiple factors. Meanwhile, emotion has the prominent role on dance performance, thus the best dance teaching environment ought to be the ideal stage for students to liberate their art personality, art imagination and creativity and promote the emotional integration between students. Under the circumstance, teachers should focus on setting up how to mobilize students' positivity to actively participate in and experience beauty of dance in the classroom teaching. Enlightened and guided by teachers, the "self-directed and acted" teaching mode of students will greatly activate the classroom climate to capacity and mobilize students' enthusiasm of independent study after class. This excites and reinforces students'

imagination, creativity, expressive ability and team-work ability, thus students will freely reveal the beautiful dancing posture under the music accompaniment, release and perform themselves to their heart's content. Enlightened and guided by teachers, profound emotional experience enables students to reveal the infinite emotional expressive force through the limited body, thus dance teaching will enter into the high level and reach the new realm.

4.3 Diversity of Dance Teaching

In dance teaching activity, teachers and students should fully develop their creativity. In dance classroom, teachers should firstly put forward some principle guiding requirements. The specific teaching contents and learning activity rules are randomly generated in the teaching classroom. Teachers should be good at coping with physical truth and timely adjusting teaching mode, constantly guide and enlighten students' initiative and creativity, and provide the vast space for personal development of students. The combined exercise of double dance is shown in Figure 4. In initial matching, both parties are lack of tacit understanding of coordination. Under the circumstance, teachers should timely adjust the teaching means, play soft music, put forward the action requirements, train the consciousness of "circle" for both of them, and gradually transit from non-body contact to "body" contact. In this way, students will quickly enter into the state, showing the natural, fluent and graceful dance actions. When students' pace is lack of mobility, students can imitate game training, greatly increase their learning enjoyment, and improve pace mobility. The diversity of the teaching mode provides the vast platform for the heuristic dance teaching and activates the classroom climate.

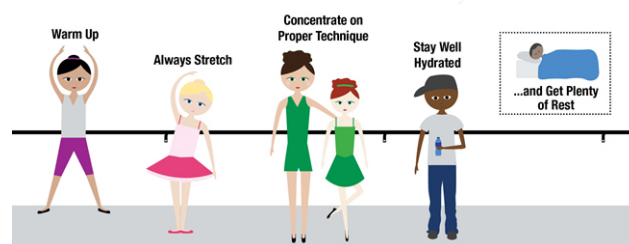


Figure 4 Exercise Process

5. Conclusions

Application of the heuristic teaching in dance teaching of colleges can effectively improve existing shortcomings in the current teaching. The heuristic teaching can cultivate students' independent reflective capacity and creative innovative ability. It also develops a crucial role on improving core quality of students. As a result, it is essential for us to improve teachers' profession and constantly reinforce teachers' heuristic teaching level. In this way, it can greatly finish teaching tasks and reach the most ideal teaching effect.

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