

The Innovation and Transformation of Dance Teaching in Chinese Higher Vocational Schools

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Abstract

China's higher vocational schools has entered a key stage of development and transformation. As an important part of higher education in China, college dance teaching shoulders the heavy responsibility of providing high-quality professional dance talents to the country. This paper makes a brief analysis of the weakness in the vocational college dance teaching, and puts forward its own opinions on the solution. This has been clearly reflected in the reform of higher education teaching in China. This study adopts the methods of literature review, case study, questionnaire survey and mathematical statistics to study the practice of dancing education in higher vocational school Course.

Index Terms—Dance; Innovation; Higher vocational.

I. INTRODUCTION

This paper pay attention on the dancing education development of higher vocational schools, because the students will work on the education of the preschool dancing. And the education in higher vocational school is very different from other universities and colleges. This has been clearly reflected in the reform of higher education teaching in China. They are more intended to learn the practice education and cultivation of practical working ability compared of theory education .

Literature Review

1.1. The situation of the Chinese vocational schools in art course

A. (Li, X.D., Huo, K., Huang, X.Y. 2019) Professional qualities and abilities of the art professional teachers Compared with other types of colleges, teachers in higher vocational schools are generally weaker. Vocational colleges generally do not have the resource advantages in terms of talents, because the high-level professional and technical personnel or teachers with senior titles often choose excellent universities with better platforms and greater development potential. (Cui, L. 2020) Meanwhile, there is the lack of opportunities for a large number of scientific research projects, the research funding of professional teachers is limited, and the salary of teachers in higher vocational colleges is generally difficult to compare with other types of colleges, which makes it difficult for the colleges to attract excellent talents, and fails to ensure the quality of the college's talent team construction.

B. Especially for non-engineering weak disciplines (Zhao, L. 2020). such as art major, the faculty is even weaker. The overall comprehensive qualities and abilities of professional teachers often have certain defects, and professional teachers may only concentrate on part of

course teaching. Also, their awareness of teaching reform is not strong or there is not enough motivation for teaching reform.

1.2. Redesign of dance course system

C. (Xiao Zezhen. 2014) How to implement the general requirements of education and teaching reform in the new era, and make college dance teaching a platform to expand students' comprehensive quality and enhance students' artistic appreciation and artistic creativity, which has become the top priority in college dance teaching transformation. (Yue Chengyao.2014) Most importantly, the higher vocational institute focus on the teaching of preschool dance education. With the transformation of Chinese high vocational college in 2021, there will be more high school students go to the vocational college. Therefore, the college should pay attention on the teaching quality and creativity in the prospective students. And there are a lot of educational aspect to improve,.

D. (Chen Fang. 2013. Wang Dan. 2011. Fan Hongyan. 2013. Huang Zhongyuan, 2013. Li chunchun. 2010. Chang Guo. 2019.) First, Limitations of professional Teaching Resources. the previous schools' investment in dance teaching was obviously insufficient. in China, professional dance teachers have limited say in disciplinary construction. In many cases, the ideas of discipline construction and development are completely dominated by administrative leaders. Finally, the teacher construction of college dance teaching is also relatively backward. So the college should invite more professional dancer to be a lecturer and teaching the students the most scientific method to design the preschool dance curriculum for the future job. Second, Teaching Methods are too Single. In theory, colleges are the forefront of the trend of thought and information, but throughout the disciplines teaching of our schools, there is always a huge conflict with the frontier. Especially in the teaching methods, we are still basically using a single teaching mode. In the class, the teacher is in a dominant position, and the students are in a completely passive position. The students have only a little interaction with the teacher. The teacher blindly instructs the students through the classroom explanation and the students can only accept it. Third, The Lack of Standardized Textbook Materials is the basis for effective teaching teachers, for teachers better to complete the task of teaching to provide a guarantee, a realistic learning materials can effectively improve efficiency. For dancing course, more scientific dancing education books should be selected, and from the standardized textbook, the expert of childhood education could teaching the students the accurate way to instruct children in preschool. Forth, from the actual teaching student dance career is not strong. Pre-school education dance teaching is to cultivate with a strong dance demonstrations, performances, teaching, and creating capacity in preschool workers, so that they can work on in the future clever use of dance teaching methods, Now many vocational colleges for pre-school education dance teaching seriously enough, not very clear teaching objectives, therefore, the school or institute of dancing education should help students accomplish more professional learning and when the students graduate from school,they could be a dancer or other profession.

E. Most importantly, Generally speaking, the art course setting in higher vocational classes mostly focuses on application or technology, and more on the integration of professional

theoretical knowledge and professional practical application. Thus, attention should be paid not only to the teaching of professional theoretical knowledge, but also the transformation of theoretical knowledge into student dancing practice and the cultivation of students' professional skills. All these need to be based on systematic professional courses. At present, art courses in higher vocational colleges include various forms of subdivided professional courses.

F. The course system should be established from many perspectives, it needs to include some professional basic courses and also highly targeted professional research or technical courses. Thus, for any type of dancing courses, a set of scientific and logical course system must be constructed according to the overall development plan of art professional development, especially the development of fine courses with art specialty features, so that the teaching reform of art majors has a good curriculum foundation.

G. Ability and level of dancing professional administrators Judging from the current establishment of art professional management positions in higher vocational schools, many high-level art teaching administrators or leaders often do not have knowledge or professional titles in the art major. In this situation, if they formulate corresponding art professional teaching plans or teaching development frameworks, it will often lead the development of dancing majors to deviate from the real art professional teaching needs. Especially if their management ability is insufficient, it will be difficult to make clear objectives and planning for the art course teaching reform.

H. Teaching methods of dancing courses, The teaching of dancing courses in higher vocational colleges is a combination of professional theoretical knowledge and professional practical knowledge or technical knowledge, so it cannot completely imitate the traditional classroom teaching mode, To this end, it is necessary to combine the actual development needs of modern society, improve or reform the teaching methods of art courses, and form a teaching model suitable for the teaching needs of art majors in a modern environment. In addition, a variety of teaching methods should be comprehensively adopted according to the different art student groups. It's not appropriate to only use one.

I. Industry-university-research integration in art major with the continuous deepening of quality education in dancing or of higher vocational colleges, more importance has been attached to industry-university-research integration in the cultivation of art talents. Through the industry-university-research training model, it can be seen that the complementarity between industry, academic scientific research can be used to promote talent training more effectively. However, the industry-university-research training model isn't deeply implemented for the cultivation of art talents. This is because the art courses often only focus on academic

J. links in the process of knowledge transfer, while ignoring the development environment of art industry and art major's application background of scientific research projects. The digital media major in the art category was taken as an example. This new art major of digital media has been formed due to the continuous development of digital media technology, that is, the

development of digital media major must integrate the industrial background of digital media technology. And a digital media technology foundation must be formed through scientific research to promote the digital media technology. From this perspective, the degree of industry-university-research integration in the art major has an important influence on the art teaching reform.

K. Due to its rapid development, and especially the continuous application in the field of higher education, modern intelligent technology plays a very important role in improving the teaching quality of higher education. Considering that the teaching of art courses involves many professional knowledge points, traditional teaching methods are often difficult to effectively display the key points of the teaching content. For this reason, it is necessary to fully use modern educational intelligent technologies, such as big data, Internet+, Digital technology, virtual reality technology, information technology, and multimedia technology, etc., thus forming a rich and diverse art professional teaching methods and approaches. The application of intelligent technology in modern education for art majors will inevitably involve the investment of relevant teaching funds, which requires higher vocational colleges to invest a certain amount of education funds in the construction of software and hardware. Final Stage.

1.3. Further methods for the higher vocational dancing education

L. Firstly, (Dong Xun, 2021) In response to social needs, formulating training programs. At present, the enrollment of vocational colleges basically follows a specific model. Which types of talents are in short supply, which types of talents have become saturated, and which types of talents are saturated as a whole but are in short supply in the region. However, these problems have not received the attention of art vocational colleges, so the training purpose is not clear and the teaching is misplaced. This is a missing link in employment-oriented institutions. Therefore, the author suggested that the dance major of art vocational colleges should be conducted in the form of project research, or the department that specializes in managing employment in joint colleges and universities, and conduct large-scale and in-depth surveys and statistics on local and regional employment needs. "Employment" market to clarify the formulation of training programs

M. Secondly, (Ma Shiyuan, 2021; Cheng Yuli, 2020;) Strengthening the integration of production and education between the dance education major of higher vocational colleges and the teaching and training institutions plays an important role in improving the quality of dance education professional talents. (1) The mode of interaction and integration. As the local education and training institutions are mainly run by social forces, the institutions have strong market influence but weak social influence, and it is difficult to find a reason for docking with universities in terms of status equivalence. Channels and platforms are often lacking in connection with universities. Therefore, dance education majors in higher vocational colleges must take the first step in connection with each other, take advantage of their own professional resources to proactively help the organization solve practical problems, promote the development of the organization, and guide and guide the organization to participate in the depth of school-enterprise Cooperation is coming. Promote

the mutually beneficial cooperation between dance education majors and local education and training institutions from various calibers such as institution promotion, teacher mutual assistance, talent training, and student employment, and realize the integration of school and enterprise development through the approach of gradually advancing from the shallower to the deeper. 1) learning for work, that is, career orientation; (2) learning at work. work), that is to implement in the enterprise; (3) learning through work, that is, to apply the skills and knowledge acquired in the job process to job-related learning.

1.4. Research gap

N. There is a lot of relative papers and articles to study the dancing courses in the universities and colleges, but for the higher vocational schools is few and incomplete. Therefore, we will discuss this problems in this paper, and creat more scientific methods for the higher vocational dancing course.

II. METHODOLOGY

The methodology will use both qualitative and quantitative studies. Both research methods have significant advantages in terms of the fields of education studies, nevertheless, they can not replace each other. Mixed methods that use a combination of qualitative and quantitative methods are used together in this research.

Literature method

In order to better understand the research status of the dancing education in higher vocational schools education curriculum, this paper reviews the relevant data, including CNKI, superstar, etc., and sorts out and summarizes the relevant literature.

Interview method

In order to obtain comprehensive and accurate research related information, the researchers communicated with the dancing education teachers and students, and some of the local corporations market.

Observation

Children were expected to be observed by teachers and researchers of higher vocational schools recruited through many famous and high scale kindergarden. Responding kindergarden were screened according to study criteria, and the study was conducted on a first-apply-first-admit basis. The observation procedures were an inventory of the socio-demographic information of the children, teacher-child dancing learning, and assessment of the experimenter and teacher visits.

Questionnaire survey

Design of questionnaire During the design of the questionnaire, a large number of materials about the dancing education in higher vocational education teaching were consulted to ensure that the content and structure of the questionnaire were consistent with the problems of this paper, and the validity and reliability of the questionnaire were tested. questionnaire distribution and collection In september 2022, a questionnaire survey was conducted among the students of grade 2020 and grade 2021 of dancing major course in Vocational College. 200 questionnaires will be distributed.

Mathematical statistics

This study deals with and analyzes the experimental results of traditional class and creative class by using spss20.00 statistical software by Excel software and mathematical statistics method. It analyzes the changes of the children's dancing education and provides reference for the application and promotion of dancing education in teaching.

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