



Analysis of Body Dance Teaching Strategies in Colleges and Universities from the Perspective of Aesthetic Education

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Abstract: With the continuous reform of higher education in recent years in China, many colleges and universities have introduced courses in body dance education. These courses not only cultivate students' aesthetic awareness and knowledge but also enhance their confidence and dance abilities, playing a crucial role in students' comprehensive development and future employment. This paper explores the strategies of body dance education in colleges and universities from the perspective of aesthetic education, aiming to improve teaching standards, enrich students' dance knowledge, enhance their overall quality, and support their high-level development.

Keywords: aesthetic education; body dance teaching in colleges and universities; overall quality

1. Introduction

Currently, in body dance education, many teachers in colleges and universities tend to focus solely on achieving results, emphasizing the cultivation of students' dance knowledge and skills, but often neglect aesthetic perspectives. This approach can lead to low student engagement in dance learning and an inability to meet educational requirements. Based on aesthetic education, colleges and universities have placed greater emphasis on teaching in body dance courses, encouraging students to make continuous progress in their learning rather than solely pursuing learning outcomes[1]. Influenced by aesthetic education, higher education institutions have clearer objectives for body dance teaching, which also facilitates the formulation and implementation of various teaching strategies, thereby enhancing the teaching level of body dance.

2. The Importance of Aesthetic Education

Amid ongoing reforms and developments in China's quality education, the holistic development of moral, intellectual, physical, aesthetic, and labor skills stands as a crucial educational concept, aimed at nurturing high-quality talents for society. Aesthetic education holds significant importance in higher education, contributing in several key aspects: firstly, improving students' professional knowledge and skills while alleviating anxiety, nurturing students through exposure to beauty, and enhancing their abilities and developmental levels. Secondly, aesthetic education fosters a deep understanding of beauty through various expressions, such as handicrafts, artistic performances, and traditional culture, promoting cultural inheritance and development. Thirdly, through experiencing and appreciating beauty, students can achieve personal growth, cultivate a positive mindset, develop sound moral character, and elevate their intellectual horizons.

3. The Role of Body Dance Education in Colleges and Universities

3.1 Cultivating High Aesthetic Knowledge Levels in Students

In body dance teaching at colleges and universities, cultivating students' aesthetic knowledge is an extremely important teaching objective. During the teaching process, from the perspective of external aesthetics, teachers at colleges and universities conduct in-depth understanding of students' actual situations through body dance teaching, imparting professional aesthetic knowledge and skills to enable students to discover phenomena of beauty and understand the essence of beauty in their own learning and life. Throughout the teaching process, teachers consciously cultivate students' basic skills to achieve the effects of shaping the body and improving posture, allowing students to have a more beautiful appearance and graceful behavior in terms of external physique. From the perspective of internal aesthetics, colleges and universities introduce some advanced ideologies into body dance teaching to inspire students' thinking, enabling them to have a unique understanding of true beauty and also to portray their inner psychological state, becoming individuals with both inner and outer beauty. Analyzing from these aspects, body dance teaching at colleges and universities can equip students with a high level of aesthetic knowledge, enabling them to exhibit beauty both internally and externally [2].

3.2 Fostering Students' Confidence

The implementation of body dance courses in colleges and universities is of great significance in cultivating students' self-confidence. Firstly, self-confidence is enhanced through self-expression. In the process of teaching body dance in colleges and universities, teachers focus on students' personal development and provide them with ample opportunities to showcase their skills. For instance, by organizing various on-campus and off-campus performances, students are given the chance to present themselves on stage to audiences. Through repeated performances and practice, students continually improve their dance skills, exercise their adaptability and responsiveness, and gain the courage to face and overcome challenges, fostering a strong sense of self-confidence. Secondly, students develop a correct self-perception. During the teaching of body dance in colleges and universities, students not only learn professional dance knowledge but also gain a correct understanding of themselves, enhancing their overall quality and having a realistic view of their abilities. They also learn to objectively view mistakes in society. From the perspective of objective cognition, body dance teaching in colleges and universities better taps into students' external and internal beauty, gradually building a strong sense of self-confidence. With this confidence, college students can live naturally and optimistically, without viewing problems negatively. This plays a crucial role in cultivating students' comprehensive abilities and qualities.

3.3 Enhancing Students' Dance Comprehensive Abilities

In the teaching of body dance in colleges and universities, the goal is to equip students with a solid dance foundation, cultivate good dance habits and abilities, and enable them to have better development in the dance career. The teaching of body dance in colleges and universities includes a substantial amount of basic skill practice, allowing students to lay a solid foundation and gradually increase the difficulty of training, thereby enhancing their professional knowledge of dance. This training method can correctly guide students, allowing them to improve their professional knowledge and abilities through diligent practice, and also challenge higher-difficulty dance skills, achieving a comprehensive improvement in their overall dance quality[3]. In addition, after the psychological dance teaching in colleges and universities is concluded, a comprehensive assessment of students' learning status is conducted, enabling them to possess higher personal dance abilities and also recognize their own shortcomings. With the guidance of dance teachers in colleges and universities as a foundation, students learn professional body dance knowledge, adjust their psychological state, formulate good dance study plans, and also handle the relationship between dance studies, cultural studies, and interdisciplinary studies well. Students maintain a positive and proactive mindset when engaging in dance training, enhancing their comprehensive dance abilities, and providing strong support for their future growth and development.

4. Challenges facing Body Dance Education in colleges and universities

4.1 Imperfect Course Arrangements

Within the framework of China's educational system, dance education, especially body dance teaching, often suffers from marginalization. This phenomenon is largely due to the limitations of educational resource allocation, especially the contradiction between the demand for specific teaching venues and funding shortages. According to statistical data, body dance courses only account for 20% of the higher education curriculum system. This not only limits students' opportunities to delve into the essence of body dance but also highlights the impact of inadequate teaching facilities and financial support on educational quality. Therefore, in the field of higher education, the marginalization of body dance education urgently needs attention and improvement to promote educational balance and comprehensive development.

4.2 Monotonous Teaching Modes

The teaching mode of body dance in China mainly relies on teachers' personal demonstrations, which exposes certain limitations in practice. Specifically, the teaching process is overly rigid and lacks sufficient teacher-student interaction, leading to a loss of learning motivation for students. When teaching theoretical knowledge, teachers typically adopt a combination of oral explanations and face-to-face demonstrations. Although this method facilitates direct communication, it often appears monotonous and biased towards one-way thinking by the teacher, requiring students to rely on mechanical memorization. Due to the uniqueness of body dance teaching, the traditional method of personal demonstration is clearly inadequate to meet the demands, and it is necessary to incorporate diversified means such as video teaching and music teaching.

4.3 Outdated Teaching Content

In the context of the continuous development of higher education in China, body dance education lags behind international standards. The insufficiency of resource allocation and outdated teaching materials pose severe challenges for higher education institutions in the field of body dance teaching. Currently, many institutions still use outdated textbooks,

which are difficult to stimulate students' interest in learning. Coupled with traditional teaching methods, this has led to a large number of students losing motivation to study body dance. In the face of the rapid changes in body dance, although dance scholars continue to supplement and revise old content, college and university textbooks have not kept pace with the times.

5. Analysis of the Body Dance Education Strategies from Aesthetic Education Perspective

5.1 Enhancing Student Engagement in Dance Learning

To enhance the teaching level and improve students' professional skills in body dance teaching at colleges and universities, it is crucial to boost students' learning enthusiasm, which is key to improving teaching effectiveness. Firstly, teachers should create a positive learning atmosphere. There are significant differences between body dance teaching and traditional cultural course teaching at colleges and universities. Therefore, during the teaching process, teachers need to create a favorable teaching environment to foster students' strong interest and enthusiasm for dance studies. Regarding the decoration of the teaching area, infrastructure such as mirrors and ballet bars should be installed according to requirements, and the teaching environment should meet the standards of being spacious, bright, and clean, allowing students to freely showcase their bodies and enhancing the effectiveness of body dance teaching. Secondly, appropriate musical backgrounds should be used in body dance teaching. Body dance teaching cannot be separated from the support of music, so selecting suitable music for teaching is the foundation for smooth teaching. This requires teachers to choose appropriate music for teaching, which complements the teaching content and guides students' interest in dance studies[4].

5.2 Innovating Dance Teaching Models with Well-structured Curriculum Content

In the process of body dance teaching at colleges and universities, teachers analyze the actual situation of college students based on teaching needs, reasonably set curriculum content, and innovate teaching modes to improve teaching effectiveness. Combining the teaching needs and characteristics of aviation universities, several consecutive sessions of body dance teaching report activities have been held. In response to the current situation where students have relatively weak foundational training, the teaching concept of individualized instruction has been proposed. To enhance teaching effectiveness, teaching content needs to be innovatively arranged and closely integrated with industry characteristics. For example, elements related to aviation industry training, such as marching, turning, standing posture, and squatting posture, are incorporated into the teaching, and combination training content is designed based on this. Through this teaching method, basic skill training in classroom teaching is strengthened, while extracurricular practice is utilized to enhance students' comprehensive abilities. Additionally, the cultivation of self-confidence in classroom teaching and artistic practice complement each other, laying a solid foundation for the overall development of students[5].

5.3 Enhancing Teachers' Comprehensive Competence

Given the high professional demands of the body dance education, teachers must continuously upgrade their knowledge and enrich their skills to ensure smooth teaching activities. Teachers' professional growth and image improvement are essential in guiding students toward learning advanced body dance knowledge effectively. Recognizing the significant differences between body dance and conventional dance, teachers should strive to convey dance's essence through emotional expression, inspiring audiences and evoking resonance. Therefore, teachers must enhance their qualifications through external studies, industry exchanges, and personal development, serving as role models and leaders in body dance education.

5.4 Organizing Active Student Participation in Extracurricular Competitions

During the seventh session of the college student art show, the school not only witnessed students' transition from closed classroom environments to broad artistic stages but also effectively promoted students' artistic practice capabilities and expanded their aesthetic horizons. More importantly, this event reinforced the penetrative effectiveness of school-based aesthetic education through art creation and presentation, translating students' learned skills and knowledge into artistic expressions. The event highlighted the significance and efficacy of integrating artistic education with practical applications, as evidenced by students' artistic talents showcased and awarded during the seventh college student art show, underscoring the critical role of combining art education and practice. In addition to the above activities, students actively participate in school-organized events such as welcoming parties and choir performances. They also take part in initiatives like the "Hundred Thousand Million Project to Assist Rural Revitalization" and engage in the "Aesthetic Education Infiltration Plan" at Bayi Village Primary School in Shaoguan, Guangdong Province, benefiting significantly from these participation experiences.

6. Conclusion

As China continues to reform its higher education system, many colleges and universities have introduced body dance education courses, contributing positively to students' physical and temperament development and enhancing their overall quality. Therefore, the body dance education, grounded in aesthetic education and integrating advanced teaching models, enhances students' comprehensive capabilities, supporting their future growth and development while fostering the cultivation of high-quality talents for society.

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