



Optimal setting and interactive analysis of dance education curriculum

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Abstract: The reasonable development of dance teaching and education activities has a direct impact on the level and direction of talent training. As dance courses pay more attention to the cultivation of composite and high quality talents, in the specific teaching process, the formulation of scientific teaching methods has become a hot topic in the training of comprehensive talents in art colleges. In view of this situation, this paper analyzes the importance of dance education curriculum optimization, and puts forward the optimization of dance education curriculum and interactive methods and strategies, in order to cultivate more comprehensive talents in art for the society.

Key words: dance education curriculum; optimal settings; interactive methods

1 Introduction

Dance teaching can cultivate diversified high-level talents, while residents' material and spiritual enjoyment are increasingly rich, and the dance field also has broad employment prospects. In order to ensure the quality of dance teaching, we should pay attention to the optimization of course content, form and atmosphere, as well as the effective interaction of courses, so as to lay the foundation of dance teaching courses. It can also ensure the quality of dance teaching under the circumstances of individualized teaching, interesting teaching and practical teaching. As the main component of training comprehensive talents in art schools, the optimal arrangement of dance teaching courses shows its educational goal, educational concept and educational thinking based on its history [1]. Standardizing students' clear thinking and political direction and the knowledge and skills they must master is directly related to the level and direction of training talents. China vigorously advocates the cultivation of compound talents, quality education and high-quality talents, optimizes the design of dance education courses, realizes the mutual inspiration, complement, absorption and penetration of various courses, so as to broaden students' vision, and ensure the integration and common progress. At present, many dance courses attach importance to curriculum standards and strive to enable students to learn dance movements in accordance with the regulations. Many students are easy to have a sense of learning burnout under the lack of goal motivation, a sense of achievement and an infected atmosphere. When students have poor learning ability, it is easy to have a negative impact on students' learning enthusiasm and learning participation. We should pay attention to the subjectivity and participation of students in learning, while also simplifying their learning difficulties. Generally speaking, curriculum optimization can focus on content optimization, form optimization, atmosphere optimization, and course interaction optimization, as well as personalized teaching, fun interaction, and practical interaction.

2 The connotation of dance education

Dance is a kind of art form accompanied by music, with the body to perform a variety of elegant or difficult movements as the main means of expression. It originally originated from human labor, and to a certain extent can reflect people's living conditions and beautiful vision. In dance education activities, students learn dance movements under the guidance of teachers, to achieve the purpose of improving students' physical quality and aesthetic ability. Dance education is an educational activity that can fully mobilize students' enthusiasm and initiative, and is conducive to promoting students' development. It is an indispensable and important link in the course setting and interaction of dance education, and an effective measure to improve the quality and efficiency of dance education. Only by constantly optimizing and improving the way of dance education curriculum setting and interactive communication can we continuously improve the development level of dance education in our country. For its teaching, that is, the process of two-way interaction between teachers and students, this process mainly includes teachers' oral dance knowledge, teaching dance skills, and training students' dance ability. In essence, it is a kind of aesthetic teaching. The charm of dance teaching lies in "creating beauty" and "appreciating beauty", which sublimates students' ability to perceive beauty by cultivating their sentiments. The overall purpose of the teaching is to help students memorize the basic dance movements, choreography skills and performance methods, and to teach students to achieve physical and mental harmony, cooperation and unity. In itself, the content of dance is the unity of body, shape, costume and stage knowledge, and its teaching is to teach students to express their inner emotions through different shapes and movements. In other words, it is to lead college students to deepen their understanding of the spiritual world with body language [2].

3 Analysis of problems in the optimal setting of dance education curriculum

3.1 Curriculum is not perfect

Dance courses can be divided into two parts: dance practice teaching and dance appreciation. Dance practice teaching refers to direct participation, expressing emotions and situations through body language, reflecting body beauty. Dance appreciation refers to a kind of spiritual appreciation activity, which belongs to people's emotional experience when watching dance. In the setting of dance courses, many colleges and universities lay emphasis on form training, and the students they cultivate are technical talents with stable physical forms, while the number of dance appreciation courses is very small, resulting in a blank in the aspect of dance aesthetics. College dance education must strengthen the cultivation of students' artistic appreciation, artistic evaluation and artistic insight, and cultivate students' innovative thinking in art. In order to achieve the optimal setting of dance education courses, dance appreciation courses should be appropriately added. At present, China's dance education pays more attention to the training of dance skills, and less attention to the education of dance-related theories. As a result, Chinese students receiving dance education pay more attention to dance skills, such as hand position, foot position, choreography and creation, etc., ignoring the cultivation of their own dance art and culture, which is not conducive to students' comprehensive learning of dance art and culture. For dancers, dance movements are more like a "form", which can achieve a higher level after a long period of learning. However, the cultivation of dance art and culture is not the case. In addition to showing skills and beauty, it is more important to convey ideas and infect the audience.

3.2 The quality of dance teachers needs to be improved

The quality of teachers is an inevitable condition for the effective completion of teaching tasks. The current dance education in China lacks teachers of these high-quality dance theory courses, which greatly affects the integrity and scientificity of dance education in our country. Even many dance theory teachers in education and training institutions are held by teachers of other specialized courses. The result is that the level of theory education in Chinese dance teaching is

seriously substandard, which is unfavorable for the long-term development of Chinese dance education, and also unfavorable for Chinese dance education to adapt to social development needs. Nowadays, the teaching quality and professional skills of many dance teachers need to be improved, which is bound to have an impact on the improvement of the teaching quality of dance education courses. In order to develop, the dance program must have sufficient support from teachers, and the lack of teachers may restrict the smooth development of dance education courses. The overall level of dance teachers needs to be improved. On the one hand, dance teachers are not from major courses, lack dance teaching experience, and have no opportunities to go out for further study. Due to the lack of professional training, unreasonable dance knowledge structure, and teaching methods that do not meet educational needs, the professional level of teachers still needs to be further improved. The weakening of teaching staff has become an important factor hindering the development of dance profession. Therefore, strengthening the training of dance teachers, improving the teacher team, and raising the professional level of dance teachers belong to the urgent task of dance teaching.

4 The optimal setting of dance education curriculum and interactive strategy analysis

4.1 Cultivating interdisciplinary talents through the interaction of professional and cross-professional courses

There is no doubt that the setting of dance education curriculum should be student-oriented. However, there is a big difference between dance major and other majors, and these majors and other art majors live in many aspects of interconnection, such as the needs of dance and modeling for body; dance and film for the body performance ability and time rhythm requirements. Therefore, it is necessary to pay more attention to the cultivation of specialties, and pay more attention to the cultivation of versatile talents in the field of composite art, so as to meet the needs of social development. First of all, this is an inevitable development requirement of the times [3]. The dance education in the initial stage of the country takes the professional dance education route. Students begin to learn dance at a very young age, and after graduation, they are assigned to major song and dance troupes and theaters through the comprehensive allocation of the state, which has superior learning conditions and guarantees employment after graduation. With the deepening development of the times and the gradual change of people's living standards, people's material and cultural requirements are increasing. In the past, only a few groups had the opportunity to learn dance, but now learning dance has become the demand of most people. People have already regarded dance as a civilization, communication and culture. Their main goal of learning dance is to become a dancer, and there are many needs, such as just to learn a skill. Some are just personal hobbies, some are for social intercourse only, and some are just for exercise. This means that dance education must be combined with professional dance education and general education knowledge, and more relevant courses should be set up to cultivate more popular professional talents, so as to meet the development needs of the times.

Secondly, this is the objective demand of social reform. All along, the domestic dance education has been developing along the purely professional route, and has initially formed a system. The fundamental goal of this kind of education mode is to send more excellent dance talents to the society. With the transformation and development of society and the deepening reform of the personnel system, students after graduation have long been assigned. The training of dance professionals in art schools should be actively accepted in the face of social competition and challenges, and conform to the needs of social and cultural development. This puts forward the requirement of not only paying attention to the training of professional dance talents, but also highlighting the training of complex art generalists, and promoting their diversified development direction [4].

Finally, there is the comprehensive intelligence needs of art schools. There is a great difference between the comprehensive dance education in art schools and the training of performers in professional dance schools. Professional dance schools focus on the training of performance-based dancers; The dance education of the comprehensive art school

puts forward the requirements for students to not only master different kinds of dance and basic skills, but also learn and master the theoretical knowledge of dance art, so as to lay a solid foundation to meet the needs of society.

4.2 Building a team of high-quality dance theory teachers to improve the teaching quality

All learning needs the guidance of a qualified and professional teacher. The dance teacher is the soul of the dance education curriculum and plays a vital role in the success of teaching. As a dance teacher, if you want to achieve good results in teaching, you must have solid basic skills and high professional quality [5]. Dance teaching itself is a process of innovative teaching, which requires professional teachers to have a higher professional level and professionalism, have higher self-requirements, be able to keep up with the development of the times, and have enough understanding of the essence of the characters or things depicted in the movement. Therefore, it is necessary to build a team of high quality dance theory teachers to improve the level of dance education in our country as a whole. First of all, for the current shortage of professional theoretical teachers, cooperation with other educational institutions can be strengthened to achieve the sharing of high-quality teacher resources and establish a platform for teacher experience exchange, or cooperation with professional institutions in China to hire professional teachers for short-term training to bring high-quality dance theory courses to students. In the case of realizing the sharing of educational resources, it is also possible to introduce classic courses into dance education classes through the Internet platform in the form of online courses, and draw on excellent educational experience such as professional textbooks and professional curriculum settings, so that students can experience high-quality theoretical education courses. Young professional teachers can also be introduced to ensure the contemporary nature of dance teaching and make its teaching more dynamic. The candidates need to go through a strict assessment, and must ensure that the hired personnel can be qualified for the position, in order to strengthen the teaching staff, and achieve the improvement of overall teaching level.

5 Conclusion

In short, in the process of cultivating comprehensive talents, art schools need to pay attention to diversified education. The reform of dance teaching under the educational background of the new situation, first of all, takes students as the core, focuses on students' dance foundation and learning ability, and tightly grips students' acceptance ability and the teaching goal of colleges and universities, so as to combine them into one. In the teaching process, professional teachers should not only focus on students' body movements, but also cultivate students' dance perception and appreciation. By improving students' comprehensive dance literacy, students' dance performances can be made more exciting and expressive, and finally promote the comprehensive literacy of college students and the teaching quality of dance teaching. In this study, a variety of interactive forms are proposed and their advantages are elaborated in detail. Through the contents and results of this study, it is expected to formulate a new dance course for the cultivation of comprehensive dance talents in today's art schools, and provide feasible strategies and suggestions, so as to provide students with high-quality teaching and services.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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