Discussion on the Methods of Optimizing the Teaching of Dance in Preschool Education Major in Higher Vocational Education

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Abstract: The dance teaching of pre-school education in higher vocational education has its own particularity. It is necessary to cultivate students of pre-school education in the course of specific teaching. It has certain dance quality, but also can teach and demonstrate for performance. Therefore, vocational education pre-school education is responsible for cultivating excellent kindergarten teachers’ important responsibility. This paper introduces the characteristics of dance teaching in pre-school education of higher vocational education and puts forward the specific optimization strategy according to the existing problems in the dance teaching of pre-school education in vocational colleges.

Keywords: vocational; pre-school education professional; dance teaching

Introduction

Dance as one of the compulsory courses for pre-school students in vocational colleges not only helps to expand the students' horizons, improve the students' temperament, but also improve the students' imagination and aesthetic ability. With the development of quality education in our country, we have developed a wider space for the dance teaching of pre-school education in higher vocational education. Therefore, in the process of professional dance teaching in higher vocational education, we should cultivate students as an excellent early childhood education practitioner based on the needs of students' future career development and the diversified teaching mode.

1. The Characteristics of Dance Teaching in Pre-school Education Major in Higher Vocational Education

1.1 National characteristic

In the process of professional dance teaching in higher vocational education, often in order to be able to effectively cultivate the flexibility and coordination of the student's body, in which will be in the teaching of folk dance. For example, there are Tibetan dance, Dai dance, Han dance and more, respectively, from these folk dance to choose for some suitable for vocational pre-school education professional dance teaching content through the combination between each other to allow students for dance training. In the course of the combination of these dances, often based on the various ethnic dance of the practicality, training and representation as a basis for scientific and reasonable combination. For example, the choice of Tibetan dance, it is "kicking and strings" between the combination, while the Mongolian dance is "shoulder and horse step" combination. In the specific dance teaching, the teacher will be the combination of these decomposition and demonstration and guide students to practice many times, on the one hand help to realize the
meaning of our national dance, on the other hand also able to understand our richness and colorful of the form of folk dance, which to help enrichment of the vocabulary of dance to improve students' appreciation of dance, in which has a positive role in promoting, but also for children's dance creation has accumulated a solid foundation.

1.2 Childhood
As a core part of the dance teaching of pre-school education in early vocational education, it is also one of the necessary abilities of pre-school students in higher vocational education. Therefore, in the process of learning about children's dance, we need to carry out specific teaching work from the three aspects of child dance theory, creation and teaching respectively, so that students can understand and master the related contents of children's dance. In addition, it should also be effective for children's dance teaching infiltration to the vocational education of other professional education.

1.3 Normality
One of the important tasks of dance teaching in pre-school education is to cultivate students' ability of teaching children's dance. Therefore, in the course of specific dance teaching, teachers need to be good at guiding students to learn the dance knowledge effectively applied to the future of pre-school education, and students in the subtle environment to play a positive and effective role. And through the collaboration between learning and teaching to guide students to actively participate in classroom teaching activities. In addition, the teacher also need to constantly improve their own theoretical knowledge level and professional dance performance ability, in which to create a harmonious classroom atmosphere for improving the quality of pre-school education professional dance teaching which has a very important role.

2. Specific Measures to Optimize the Teaching of Dancing in Pre-school Education Major in Higher Vocational Education

2.1 The current problems in the teaching of dance in pre-school education

2.1.1 Obsolete teaching philosophy
In the traditional pre-school education under the dance teaching philosophy of teaching, whether it is to stimulate students' interest in learning or to cultivate students' childhood dance literacy and skills there are some disadvantages, and thus directly affect the pre-vocational school in China quality of teaching dancing in education. So that students in this traditional teaching philosophy, it is easy to make dance teaching dance action as a patchwork and collection, therefore, we should strengthen the teaching concept of the update.

2.1.2 Single teaching model
Students' interest in dance teaching directly affects the level of teaching, but also an important factor in maintaining students' motivation. But in many vocational colleges, but still follow the traditional teaching theory, such as indoctrination of teaching methods, adhere to the teacher-led, students accept the teaching side workers to a certain extent affect the enthusiasm of students learning, while for the cultivation of students' awareness of innovation has a certain impact on the impact. It can be seen that the single teaching model affects the quality of dance teaching in pre-school education in our country.

2.1.3 Emphasis on practical theory of light
The teaching of dance in pre-school education mainly includes the theory and practice. But because of the influence of the traditional teaching mode in the long term, the teacher has paid more attention to the practice of dance in the specific teaching process. For example, daily dance basic movement of the training, so that they are often in a state of fatigue. In addition, at present, many students of pre-school education in vocational colleges are not solid about the
knowledge of dance theory. If the teaching of dance theory is neglected in specific teaching, it is easy for students to lose their students after learning for some time. Interest and confidence in a direct impact on the quality of pre-school education professional dance teaching.

2.1.4 Deviate from the teaching objectives of early childhood
As part of the vocational colleges in the course of the curriculum when the blindly use of the general university curriculum and not with the school's specific practical prize prizes combined, resulting in higher vocational education from the fundamental attributes in the process of setting up the course, there is no basis for the education goal of early childhood education to carry out the relevant course setting, leading to the one-sided pursuit of dance performance in the specific teaching ability, while ignoring the vocational education professional dance teaching is an important stage of convergence of future early childhood education.

2.2 Specific measures to optimize the dance teaching of pre-school education in higher vocational education
2.2.1 Establish a new dance teaching philosophy
In the establishment of the concept of dance teaching, it should be clear that pre-school education is not the training of dance tours, but in order to cultivate future teachers who can work for early childhood education, therefore, to the future career-oriented to continuously improve the students. The professional skills for the purpose, to establish a new vocational school pre-school education professional dance teaching philosophy. Specifically includes the following four aspects: First, we should dilute the technology, pay attention to aesthetic. That is, in the specific teaching to continue to cultivate students' aesthetic consciousness and aesthetic ability and guide students to discover the beauty to accept students to create beauties’ ability; the second is to dilute the copy. According to the actual level of students and the ability to accept the content of the re-adaptation, rather than the use of traditional convenience, simple copy of teaching, in the classroom teaching should guide students to see more, think more and through the appreciation of the case and analysis to stimulate students' interest in learning to cultivate students' creativity ability to dance. In addition, according to the characteristics and needs of social development, timely grasp of the latest dance education information, which will help to update the educational philosophy; third is to dilute the number, pay attention to interest. That is, to stimulate students' interest in learning throughout the dance teaching and into the motivation for students to learn, so as to help students actively participate in classroom teaching; four is dilute the results, pay attention to the process. That is, in the specific teaching for students to create the conditions of active inquiry through the students in person choreography and student experience to guide students to the music, dance analysis and exploration, so as to experience the joy of dance, for the dance creation which has a positive role in promoting.

2.2.2 Reform the traditional teaching model
The dance teaching of pre-school education in higher vocational education should not only pay attention to students' practice of dance action and skills, but also pay attention to students' practice consciousness of dance knowledge, so as to create a relaxed and harmonious teaching atmosphere in the concrete teaching process, for students to provide a space for independent creation. Such as individual teaching, because each student due to the different conditions and ability to show the individual differences, dance as a professional skills courses, which focusing on the form of art to cultivate students in the spirit of innovation, therefore, according to the students characteristics and conduct individualized teaching, so as to effectively guarantee the quality of each student's learning. Situational simulation teaching method, you can guide the future employment, the teaching of the dance set in a specific simulation of the scene, when the children's dance teaching content, the students can be children and the teacher as a child’s teacher. The simulation of kindergarten dance teaching work in this simulation of the situation help to cultivate the students on the spot response and real operational capacity in order to achieve teaching, learning and integration.
2.2.3 To build a new dance teaching system
Firstly, the construction of dance teaching system, we need to adhere to the following three principles. Firstly, scientific aspects, dance as a comprehensive move, the need for all parts of the body have a certain intensity of activity, and thus in the construction of the teaching system in the use of scientific orderly, step by step approach to the implementation of specific teaching. The second is to highlight the times, with the continuous development of society, dance teaching is also changing, so in the construction of the teaching system to keep pace with the times and continue to explore the aesthetic psychology of students; third is the creative focus, dance education as a project to shape people, so the development of students' creativity is the ultimate goal of vocational dance professional dance teaching, creative development, which not only help to enrich the performance of students dance art, but also can produce a lot new action elements. Therefore, in the construction of the teaching system, we should strengthen the training of students' innovative ability, which will help to improve the level of dance teaching in vocational education. Second, the combination of the actual situation of higher vocational colleges, the specific teaching content of the arrangements, for example, in the first semester can be used as the basic stage of dance teaching to achieve the basic training of dance, the second and third semester for the dance teaching process thinking stage, according to the arrangements for a variety of ethnic dance training, so as to improve the ability of students to express the body and the ability to dance, every four semesters as a dance to improve the stage of its children's aesthetic education, dance quality of the initiation of education, and through the analysis of dance lessons to promote students to master the teaching methods of children's dance, the fifth semester for the practice stage, that is, to cultivate students teaching and editing the dual professional ability, so that students become a comprehensive quality of kindergarten teachers.

2.2.4 Reasonable arrangements for teaching content
The first is to strengthen the training of students' physical and basic skills to help to improve the students' own body beauty, which to enhance self-confidence, but also for the late dance basic skills to lay a solid foundation. But also help to keep the students follow the dance learning personality. Followed by the fundamental children dance. It is one of the important tasks of dance teaching in pre-school education in higher vocational education and it is also a major requirement and professional attribute of dance teaching in pre-school education. Therefore, in addition to strengthening the understanding of the basic knowledge of students dance, but also the elements of children's dance to master the mastery, and constantly improve the ability of students to dance children's dance. Finally, it is necessary to strengthen the expansion of national dance training. Not only help students to accumulate rich dance creative resources and dance vocabulary, but also help to improve students' dance performance and aesthetic ability, at the same time, a variety of ethnic dance style to stimulate students' interest in learning also has a positive role in promoting to help to improve the level of dance teaching in vocational education.

3. Conclusion
With the rapid development of preschool education in China, in order to make the pre-school education in higher vocational schools can meet the needs of today's social development process, we need to strengthen the reformation and innovation of pre-school education professional dance teaching through the traditional teaching ideas and models reformation of the students to improve the basic knowledge of the dance and operational skills to master, so as to help improve the teaching of pre-school education in higher vocational education level.

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