

Exploration and Practice of Teaching Method Reform of Dance Performance Major in Higher Vocational Colleges

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Abstract: With the rapid development of performance career in China, the society's demand for dance performance professionals is increasingly rising. Some colleges and universities have set up performance majors, which has great influence on the development of performance career. According to the new demand of vocational education development and the development of dance performance industry in China, this paper briefly analyzes the teaching status and existing problems of dance performance major in higher vocational colleges, and points out the significance and value of reforming the teaching methods of dance performance major in higher vocational colleges.

Keywords: Higher vocational colleges; Dance performance major; Teaching reform

In recent years, with the vigorous development of performance today, the dance performance major of higher vocational colleges has received more and more attention. According to the national policy requirements for the development of vocational education and the policy of continuously promoting the improvement of the quality of vocational education, the vocational dance performance major should also adjust its teaching mode in a timely manner according to the national requirements for the development of vocational education and the development situation of the industry, so as to improve the vocational dance performance major. At present, with the rapid development of the dance industry, the large number of students, the uneven level of dance art, and the relatively simple and backward education methods of teachers, all these factors restrict the development of dance art major in higher vocational colleges. On this basis, this paper puts forward a new idea to improve the teaching method of dance performance major in higher vocational colleges, and puts forward the corresponding countermeasures.

1. Present Situation and Dilemma of Teaching of Dance Performance Major in Higher Vocational Colleges

1.1 Unclear positioning and unreasonable course design

At present, many higher vocational colleges have set up dance performance major, but its professional positioning is not clear. Dance performance major mainly teaches skills and choreography of dance performance in the way of teaching. Therefore, there are some shortcomings in the training of professional quality and the guidance of theoretical knowledge. Therefore, in this process, professional standards fail to accurately match the needs. Nor has it been able to fully implement the training methods of practical talents. At present, some dance performance majors in higher vocational colleges are still imitating the undergraduate dance courses, which do not fully reflect the characteristics of higher vocational colleges themselves, nor do they reflect the training characteristics of special talents in higher vocational colleges, which results in results in vocational students not having any advantages in finding jobs. Although some higher vocational colleges have made it clear that they want to train practical talents of dance performance, in the course setting and implementation process, there are some places that are not fine enough and not reasonable enough, unable to keep up with the needs of social development, so they need to timely adjust the course setting, and arrange appropriate content for it. There are also some dance performance majors in higher vocational colleges, which mainly focus on dance teaching and lack basic theories and vocational guidance^[1].

1.2 Lack of professional “double-position” teachers and the teaching methods is outdated

At present, our country is actively promoting the high-quality development of “double-position” teachers in higher vocational colleges, but there are still problems such as the shortage of “double-position” dance performance teachers and the uneven level of teachers in higher vocational colleges. At present, some vocational teachers have shortcomings in educational research, outdated educational methods, and lack the ability to integrate theory with practice. Firstly, some teachers only teach the skills of dance performance, choreography and other aspects, which lacks the guidance of professional basic theories and the improvement of cultural quality. Secondly, some teachers do not have clearly positioning in the training of dance performance professionals and lack specific and targeted career guidance. In vocational colleges, students come from a wide range of sources, not only in secondary vocational colleges, but also in high schools and art colleges, so the dancing level of students is uneven. Some teachers lack the analysis of learning situation when teaching, and their way of teaching is relatively simple, so it is difficult to improve the professional quality and occupational quality of students.

1.3 Lack of integration of production and education, and practical training guidance

Although in higher vocational colleges, there are more opportunities to provide practical training for students, there are insufficient guidance and supervision of practical training. Some higher vocational colleges do not pay enough attention to students' practical training, only recommend them to relevant enterprises, do not carry out any guidance and evaluation on their performance in practical training, and do not provide timely guidance for students' career direction. Higher vocational colleges are schools that provide professional vocational and technical education, but at present, some higher vocational colleges are still compared themselves with undergraduate colleges. They lack the content of integration of production and education and are unclear with career guidance for students, so they are difficult to improve the quality of education.

2. Exploration and Practice of Teaching Method Reform of Dance Performance Major in Higher Vocational Colleges

2.1 Introduce “double-position” teachers to improve the teaching quality of dance performance major

Higher vocational colleges should speed up the introduction of “double-position” teachers and improve the level of professional dance performance teachers as a whole. “Double-position” teachers refer to professional teachers who have “double-certified” certificates, can teach relevant theories in the classroom, and can conduct professional practice and training for students in the classroom. “Double-position” teachers have higher teaching ability and stronger professional quality, which can provide more education ideas and education methods for higher vocational colleges, and promote the original teachers in schools to reform education methods, so as to change the education situation in higher vocational colleges. In addition, the introduction of “double-position” teachers can speed up the formulation of evaluation norms of higher vocational education, make higher vocational education have its own characteristics, and thus promote the further development of higher vocational education system. At the same time of accelerating the construction of “double-position” teachers, we should also actively carry out the training of teachers inside and outside the school, increase the intensity of scientific research, stimulate the strength of scientific research, and promote the reform of the education and teaching methods of dance performance in higher vocational colleges. At the same time, higher vocational colleges can also cooperate with other higher vocational colleges in the same region to promote the development of higher vocational education and improve the quality of higher vocational education. Cooperative research among higher vocational colleges is conducive to improving the education and teaching level of higher vocational colleges^[2].

2.2 Innovative teaching methods, combining theory with practice

In combination with the actual situation of the development of the industry, the teachers of dance performance in higher vocational colleges have reformed the educational methods, strengthened the connection between theory and practice, and provided high-quality professional and technical talents to meet the needs of social development. Higher vocational colleges are educational institutions for professional and technical talents, and their professional structure must be optimized according to the needs of industrial development. On this basis, higher requirements are put forward for the development of higher vocational education. With the continuous development of information technology, students have more ways to learn, and their access to learning resources has become more abundant. Therefore, teachers can innovate their own education methods based on the combination of information technology. For example, through WeChat, more learning resources are recommended to students for online learning, or through information technology, they can conduct online dance performance training. Teachers should integrate dance teaching with online and offline, and not just in the classroom. Due to the limitation of teachers, in some vocational colleges, teachers do not give enough guidance to

students in the dance performance class,so the training time of students is very short.Therefore,according to the actual situation of students,teachers can carry out stratified teaching and optimize the guidance of the course.In addition,multimedia technology can be used to record instruction videos in advance,so that students can learn and train elsewhere,and provide guidance for their homework.

2.3 Improve the evaluation system and clarify the goal of education

Higher vocational colleges should establish corresponding evaluation system,and establish the purpose of educating people.Higher vocational colleges are training institutions for professional and technical talents,and their positioning should be different from undergraduate colleges,should focus on professional and technical education and training high-quality professionals serving the development of the industry.At present,some higher vocational colleges lack a professional evaluation system.The standard of training for students varies widely.In higher vocational education,a variety of evaluation methods can be adopted,not only to test the theoretical level of students,but also to test their practical work.Only in this way can they focus on combining theoretical knowledge with practical work in the study of dance performance.In the course of one day's teaching,teachers can carry out mid-term or final theoretical knowledge exams for students,and can also carry out dance performance tests and choreography exams for students,so as to have a comprehensive understanding of students'theoretical knowledge and practical ability,conduct professional evaluation on them,and make timely adjustments according to the actual situation of students.In addition,teachers can also arrange some exploratory learning of dance performance in the curriculum,so that students can take the initiative to go to the society,go deep into various fields,understand the development status of dance performance and the development trend of the industry,and make corresponding adjustments to their learning methods based on the development of the industry,so as to improve their professional level of dance performance,and achieve the purpose of adapting to the development needs of the dance performance professional industry.Then,in the employment counseling course,teachers will provide targeted employment counseling according to their majors and hobbies,so that they can choose the most suitable occupation according to their actual situation,so as to improve their employment success rate^[3].

Conclusion:

To sum up,as a major training base for technical talents,higher vocational colleges should take the initiative to respond to the requirements of the state when training talents for dance performance majors,carry out all-round education reform,carry out continuous discussions on the development of dance performance majors in higher vocational colleges,and improve the teaching level of teachers.Thus,more high-quality dance performance professionals will be transported to the society.

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