

The Application of Flipped Classroom Mode in College Dance Teaching

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Abstract: With the popularization and application of the concept of quality education in our country, in the teaching of college dance in the new era, the teaching concept is also continuously changing, and there are more and more teaching methods, which can also help the educated to improve their learning at a certain level. The interest of students can continuously enhance the students' dance knowledge, the use of dance skills and the ability to innovate. In the past, dance teaching methods limited the interaction between teachers and students to a certain extent, and restricted the development of the educated learning initiative. The teaching method of flipped classroom can effectively improve the previous teaching methods and improve teaching efficiency.

Keywords: Colleges and Universities; Flipped Classroom; Dance Teaching

With the gradual introduction of dance courses in many colleges and universities, dance education and teaching not only help the implementation of the course teaching, but also enhance the overall physical and mental health of the educated. In the past dance teaching mode, the teaching method is often too single and the teaching content is unbalanced. Some educated people will have high enthusiasm in the early stage of learning, but because the difficulty of the movement continues to increase. It will gradually make the educated lose their interest in learning, which makes it more difficult to teach dance in colleges and universities, and it is difficult to improve the comprehensive quality of the educated in all aspects. In the current development of educational information technology, our country is constantly updating the methods of education and teaching. The teaching mode of flipped classroom can effectively penetrate into many aspects of teaching, increase the flexibility of teaching methods, and can effectively improve. The teaching effectiveness of dance in colleges and universities has thus been highly valued by colleges and teachers.

1. Optimize teaching videos

In combination with the flipped classroom teaching mode in college dance education, teachers must produce scientific and reasonable video materials that are in line with the learning of the teaching object. This is the first step and a very critical step in the combined flipped classroom teaching mode. Therefore, in order to be able to better use the flipped classroom, teachers must ensure the quality of the teaching videos produced. The time for teaching videos is usually about 15 minutes, so as not to be too long or too short. If the videos are too short, there is no way to reflect the key knowledge of dance teaching. Too long teaching videos are easy to make the educated people have visual fatigue, which greatly affects the effectiveness of the educator's viewing. However, if the knowledge and culture of dance teaching is relatively broad, or the difficulty is relatively high, then the teacher can appropriately extend the length of the teaching audio material in combination with the actual content. In addition, when making videos, teachers should follow the principle of "from the shallower to the deeper", scientifically and reasonably involve the teaching content, to ensure that the educated can better grasp the key knowledge points. The content of

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doi: 10.18686/ahe.v5i4.3571

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the teaching video selected by the teachers should have a certain degree of interest, so that the educator's interest in watching can be stimulated, so that the educated can actively participate in the learning of the classroom, and ensure that the flipped classroom is maximized.

For example, in order to be able to understand the dance content that the educated like, teachers can communicate with the educated before the class to understand their preferred dance types and content. Teachers can combine this content to determine the dance teaching video. The content like "This! Is Street Dance", "New Dance Forest Conference" and other dance programs, these programs are favorite programs of most college educators. Therefore, teachers can use part of the content in these variety shows to produce flipped classroom teaching videos, which can effectively stimulate the educator's interest in learning. In addition, in order to better utilize the effectiveness of the flipped classroom format, teachers can pay attention to the end of the video when making the video, and design some scientific questions at the end to guide the educated to think, and solve these questions, so as to consolidate the learning effect of the educated by watching the video and enhance the learning effect of the educated under the flipped classroom mode.

2. Improve teaching links

When combining the flipped classroom in dance teaching in colleges and universities, teachers should understand the students' learning before class, and continuously improve and perfect the actual dance training process, and strive to ensure that the educated in the entire school system have a strong desire to explore. The interest in learning and the desire to explore will be able to have a positive impact on improving their dance learning skills. If teachers want to change the indoctrination teaching used during the previous training period, they should combine the independent learning and cooperative learning of the educated, so that the educated can better understand and master important dance knowledge. In the classroom teaching, the teacher must first guide the educated to learn the teaching videos independently, and clearly recognize the knowledge points that they do not understand and the problems that they cannot solve. Secondly, in the teaching process, teachers should also flexibly guide the educated to cooperate, communicate, and interact. In this way, the communication between the teacher and the educated, the educated and the educated can be enhanced, and the each other can gain more experience and gains. Finally, the teacher should summarize and refine the questions or knowledge points that the educated people still have after the exchange. Teachers should answer these relevant knowledge points, so as to effectively improve the planning of the educated in dance learning, so that they can have a deeper understanding of dance, which can effectively enhance the learning efficiency of the educated.

For example, after the teacher teaches the educated "the basic steps of Tibetan tap dancing", the teacher can guide the educated to think about their doubts and hard understanding in the learning process of the basic Tibetan steps, and then encourage them the educators communicate and interact, and they can help each other in the form of cooperative learning, so as to effectively solve these questions. After communicating and interacting with other educated persons, the teacher should pay close attention to their communication status in a timely and close manner, and then develop targeted teaching on the learning doubts encountered by each discussion group, so as to better help colleges and universities the key points and difficulties for educated people in learning dance. In addition, in the education and teaching of colleges and universities, the teaching of dance is different from other theoretical courses. The teaching of dance needs to pay more attention to the special training of movements and techniques. Therefore, the teacher is guiding the educated to watch the basics of the teaching video. On top of that, we should also guide the educated to practice the knowledge involved in the video, so that they can master the correct movements and techniques, so as to enhance the educator's dance foundation and skills. For example, when learning the content of "basic steps of Tibetan tap dance", the teacher can combine the actual situation of the educated, first demonstrate the correct movements to the educated, and then let the educated perform repeated exercises. During this period, teachers should be good at discovering the problems of the educated, correct and solve their mistakes in the dance course in a timely manner, and can effectively help every educated to truly master basic movement techniques. This can improve the effectiveness of dance training for the educated in colleges and universities to a certain extent, and promote the further development of college education.

3. Develop an evaluation system

In dance education and teaching in colleges and universities, when combining the teaching methods of flipped classrooms, in order to more enhance the efficiency of flipped classroom use, teachers should also pay attention to the evaluation of teaching, and do a good job of teaching evaluation system for dance classrooms, which can help teachers in time the inspection and discovery of the deficiencies in the use of the flipped classroom teaching method. Therefore, when implementing dance classroom education and teaching in colleges and universities, it is necessary to fully, flexibly and reasonably use the evaluation system, implement evaluation models such as teacher evaluation, student evaluation, and educated self-evaluation, so as to observe in time and effectively solve the problem. Dance content and skills that have not yet been mastered by the educated in college dance classroom education. By launching the teaching evaluation system, it can also help the educated to consolidate the content and skills learned before, and continue to enhance the educator's learning effect.

4. Conclusion

To put it simply, the combination of flipped classroom teaching methods in dance education in colleges and universities can effectively enhance the educator's independent learning ability, create a new and harmonious teacher-student relationship, and enrich the educated to a certain extent. The knowledge content learned has relatively high application value. When combined with flipped classroom teaching in dance classroom education and teaching in colleges and universities, relevant educators should continuously improve and optimize the teaching steps. At the same time, they should also pay attention to the development of teaching evaluation to check for omissions and make up for vacancies. It can effectively lay a solid dance foundation for the educated in college dance courses, and promote the further development of college education and teaching at a certain level.

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