

Thinking and Practice of Integrating Traditional Culture Education into College Dance Teaching

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Abstract: Excellent traditional culture itself has quite objective educational value. At present, the teaching of dance major in colleges and universities needs to make improvement and innovation according to the changing times and the actual social demand. Teachers can start with the deep and rich traditional culture in our country, and find out the elements and contents suitable for dance teaching, and inject new vitality into the teaching of dance major through reasonable transformation and effective organization implementation. Strive to improve students' dancing skills and artistic and cultural accomplishment at the same time. This practice not only helps to improve the level and quality of dance teaching in universities, but also promotes the sustainable development of Chinese dance undertakings and even cultural undertakings. Through thinking about the measures of "integrating traditional culture education into college dance teaching", this paper analyzes the significance of its application in teaching practice and discusses its specific practical strategies.

Keywords: Traditional culture; Dance teaching; Higher education; Educational integration; Educational practice

Introduction:

Along with the advancement of socialist modernization construction, the college education should make timely innovation and improvement to adapt the national development and social construction from various aspects. "Culture", as an important part of the construction of the socialist cause with Chinese characteristics, should be integrated into and run through the whole course of teaching of various majors in colleges and universities. As an important part of the cultural system, the inheritance, innovation and development of dance art also occupy an important position. In the new period, the dance education activities in colleges and universities should take the initiative to build and reform the dance teaching system, so as to make it become an effective way to promote the development of traditional culture and activate the vitality of traditional culture. On this basis, dance teaching in colleges and universities can better edify students' artistic thinking and quench their cultural consciousness, so that they can become dance art talents with Chinese characteristics in the process of individual development, and jointly help the traditional culture and dance culture of the nation to the future and to the world.

1. Analysis of the significance of integrating traditional culture education into college dance teaching

Both dance art and traditional culture belong to the important and valuable part of humanistic education. First, it is reflected in education and teaching activities: traditional culture contains dance art, and the education of integrating traditional culture into dance teaching can help students open a deeper perspective of dance learning and inspire students to have a more comprehensive artistic thinking^[1]. Second, it is reflected in the development process of traditional culture: the educational development of dance education concerns the innovation and reform of traditional Chinese culture. The achievements of dance teaching in colleges and universities can enrich the connotation of traditional Chinese culture, inject fresh blood into traditional culture, make its expression more diversified, conducive to the spread and development of traditional culture. It can be seen that traditional culture education and college dance teaching can achieve mutual achievement and win-win situation.

Dance teaching in colleges and universities is a professional discipline set up to cultivate high-quality dance talents. The core of

its teaching activities is to serve for the improvement of people's cultural life level, and at the same time to better inherit and carry forward the excellent achievements of the country in the field of literature and art. The combination of traditional culture education and dance teaching in colleges and universities, and the flexible and full use of dance teaching materials and stage resources can not only effectively guarantee and steadily improve the quality of dance teaching in colleges and universities, but also give traditional culture the characteristics of The Times, and further expand and deepen its national characteristics and cultural connotation. It can be said that the measure of "integrating traditional culture education into college dance teaching" is to express the cultural spirit through the beauty of dance and nourish the dance education through the cultural connotation.

Therefore, college teachers should pay attention to the traditional culture content into the dance classroom, through the integration of traditional culture and dance skills, help Chinese dance to form a national and times characteristics, beautiful form and profound, belonging to the country and the world of excellent art form, make Chinese dancers both external skills and internal cultivation of artists. Let the beauty of dance and the beauty of culture interact and add to each other.

2. Practice of integrating traditional culture education into dance teaching in colleges and universities

2.1 Change the concept of traditional dance teaching

In order to innovate and practice the existing dance teaching methods in colleges and universities, the change of ideas must bear the brunt. Under the traditional dance teaching concept, both teachers and students tend to "emphasize skills and ignore culture", which leads to the effect of dance teaching that students can display movement skills fluently and skillfully, but ignores the emotional value and emotional changes behind every dance movement. As a result, students' understanding of dance tends to be mechanized and flat, and they do not have a deeper understanding and thinking on the choreography of dance and the expression of body language. Students often can complete the performance accurately and orderly, but their movements and gestures lack artistic charm, which leads to homogenization of the dance performance.

In order to break through this bottleneck, teachers in colleges and universities should update their own teaching concepts through discussion, data integration, on-campus training, off-campus research and other ways to explore and seek specific ways of "improving dance teaching by using traditional culture education". Teachers should consciously increase the proportion of traditional culture education in the teaching process, pay attention to the cultivation of students' "core qualities" [2], first through the explanation of cultural knowledge and cultural connotation, establish the traditional culture consciousness in the minds of students, and then design and develop the dance teaching content corresponding to cultural learning. In this way, the teaching of both culture and dance can effectively improve the comprehensive quality of students majoring in dance and realize the cultivation of high-quality talents.

2.2 Create a cultural atmosphere for dance teaching

A strong cultural atmosphere can exert a subtle influence on students in the long run. In order to effectively integrate traditional culture education into college dance teaching, teachers can try to create and create a cultural atmosphere easy for students to accept in teaching activities, and edify students at the spiritual and thinking level.

Before the specific dance skills are taught, the corresponding traditional culture should be popularized and explained first, so that students can understand the cultural and historical background behind it and grasp its development history, typical works, important figures, etc., so that students can understand and think about dance from multiple dimensions. For example, when learning Dai dance, teachers can outline its origin and development process, so that students can experience the national spirit of Dai people, as well as the unique customs and temperament of Dai culture, and lay a foundation for students to understand the characteristics of Dai dance movements. When carrying out traditional culture education, teachers should be good at using the complete multimedia and information teaching equipment of colleges and universities to assist traditional culture professors through presentation courseware, documentary, short video and other forms.

2.3 To create a characteristic school-based curriculum

In the process of introducing traditional culture education, teachers should pay attention to the excavation and utilization of cultural resources and dance resources in the location of colleges and universities. Various cultural resources and art industries in the location of colleges and universities are resource reserves for art education of colleges and universities, which can provide ready educational resources for dance teachers to teach. In order to give full play to the value of such resources, colleges and universities should take the initiative to provide support for dance departments and majors, provide school resources for

teachers, integrate local cultural resources, develop innovative and regional characteristics of school-based courses, and make school teaching content adapt to local cultural resources [3]. Therefore, we can not only build “brand” dance courses with “school-based characteristics” and “regional characteristics”, so as to realize the pioneering integration of traditional culture education and college dance education. It can also use the momentum of the development of “brand courses” to promote the local dance arts related cultural industry and cultural undertakings to grasp the new development momentum. In this way, local cultural resources can be efficiently transformed into teaching resources, and education can benefit local cultural development, forming a two-way win-win situation.

In the teaching of national dance, teachers can take the education of local cultural characteristics as the background and construct the teaching system of dance culture with the characteristics of the school. First, students should learn the local dance culture and deepen their macro understanding of this kind of dance [4]. For example, in the teaching of Tibetan dance, in order to help students understand the movement characteristics and unique skills of Tibetan dance, and accurately grasp its style and artistic expression, it is necessary to explain and analyze Tibetan culture, Tibetan ecology, ethnic belief and spirit, and history of ethnic change, etc., and deduce and analyze the sources of cultural elements in Tibetan dance on this basis. In this way, Students will be able to inject “soul” into the performance of Tibetan dance in their subsequent dance practice.

Conclusion:

Integrating the traditional culture education into the college dance teaching is one of the important approaches and effective methods for the innovation and reform of the college dance education system. It is also the effective development direction of constructing our own dance culture and developing traditional cultural values. It can effectively help the college dance teaching to solve the problems of talent delivery and broaden the possibilities of development of traditional culture. Therefore, colleges and universities should forge ahead to improve the quality and connotation of their dance teaching, encourage college students to enhance the understanding and experience of dance art and traditional culture, and build dance education courses with characteristics and personalities, so as to achieve sustainable development of Chinese dance art.

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