

Research on Multi-integrated Teaching Model of Dance Courses for Preschool Education Majors in Colleges and Universities

Nana Zhang

Xi'an FanYi University Xi'an, Shanxi, China 710105

Abstract: At present, China's pre-school professional dance curriculum system basically follows the educational philosophy and teaching mode of professional dance teaching, such as following the design concept of professional colleges and universities in the curriculum setting, advocating the "performance-centered theory" in the student training, and imitating the teaching and training mode of professional colleges and universities in the teaching content, teaching means and teaching mode. However, looking back at the quality of pre-school students, dance educators have ignored the general physical characteristics of students, that is, the dance foundation of pre-school students is almost zero at the beginning of enrollment. Under the premise of other student sources, we should find countermeasures, explore and innovate, and actively explore the dance teaching mode suitable for the pre-school education professional talent training program. In this paper, we will briefly analyze the practical promotion of the "online" and "offline" multi-integration teaching mode (hereinafter referred to as "multi-integration teaching mode") for the pre-school professional dance teaching in combination with the construction and implementation experience of the network teaching platform.

Keywords: Preschool education dance teaching "online" and "offline"; Multi-integrated teaching mode

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1. Introduction

With the continuous deepening of China's preschool education reform, today's society has put forward higher standards for the professional quality of preschool education teachers, and improving the professional quality of preschool education teachers has become the key to improve the quality of preschool education. At present, in the process of speaking, lecturing, internship and practice of preschool professional students, we often find that the art curriculum in the field of preschool education has always been the weakness of pre-school professional students of normal school. Students are neither good at teaching art courses, nor can they use art curriculum elements to assist teaching in kindergartens and other fields. Art is an indispensable and important part of the early childhood education system. As a branch of the art curriculum, dance teaching plays an irreplaceable role in training children's body, helping them understand written symbols, and training the coordination ability of mind and body. It can be seen that the effective implementation of all kinds of activities in kindergartens is inseparable from teachers' good dance professional quality.

Based on the above factors, the pre-school dance curriculum needs to carry out the teaching reform of the dance curriculum system step by step and in a planned way. At the primary stage of dance teaching, the reform of teachers' teaching concepts should be guided to guide students to clarify the significance of learning dance, develop students' creative thinking in dance, and exercise students' independent learning ability and collaborative learning ability. In the teaching process, teachers should pay attention to the mutual unity of "knowledge teaching, ability training and quality improvement", highlight the integration of school dance teaching and kindergarten teaching, and integrate dance teaching methods and children's dance creation in

a hierarchical and progressive mode, so as to reasonably and scientifically penetrate into the teaching tasks of each semester “Multi-integrated teaching mode can highlight the hierarchical integration between preschool professional dance teaching content, the cross integration between dance teaching and preschool professional related courses, the progressive integration between dance courses and kindergarten courses, the emphasis on the systematization and interaction of courses, and the use of information teaching methods,” online “and” offline “ The mixed teaching mode of mutual integration and mutual promotion can improve the accumulation ability of students’ dance vocabulary, the performance ability of dance movements, the ability of children’s dance creation and the application ability of dance vocabulary in preschool teaching activities, thus laying a good foundation for future preschool education.

2. The concept and construction idea of multi-integration teaching mode

2.1 Focus on the pertinence of the course

The online course aims at the professional characteristics of pre-school students and reasonably integrates the teaching content according to the actual level of students. The selection of subject teaching content should conform to the training objectives of the subject and the requirements of professional posts, highlight the professional characteristics of pre-school education, and focus on the training of professional ability. According to the requirements of preschool education for dance teachers, increase the proportion of the content of the theory and techniques of dance creation for children, attach importance to the combination of dance creation and other art courses, so that dance creation skills can be applied to a wider range, and assist other art courses in the teaching of preschool education. Help students build a broad dance knowledge system to meet the current employment needs of pre-school education.

2.2 Highlight the practicality of the course

The teaching content of the pre-school professional dance network course should train students’ ability to learn dance on the basis of teaching students to dance. Students should learn to observe and analyze dance movements, and understand that the classroom is only the basis for learning dance. They should supplement the required dance skills and knowledge through various channels such as network, social art activities and so on.

2.3 Emphasize the scientific nature of the course

Revise the online curriculum standard of pre-school professional dance, scientifically organize the teaching content, gradually change the education and teaching concept of dance teachers on this basis, reasonably use the online teaching platform, strengthen the communication and interaction between teachers and students, strengthen the sense of teamwork, improve the quality of teaching, improve teaching research, expand and improve teaching resources in time, and emphasize the effectiveness and forward-looking of teaching resources. Greatly improve the sharing rate of resources and provide students with broader learning space. By reforming the traditional pre-school professional dance curriculum system, change the thinking mode of pre-school professional students, expand the scope of dance knowledge of pre-school professional students, and improve the dance action analysis ability, dance teaching ability and children’s dance creation ability of pre-school professional students.

3. Implementation scheme design of multi-integration teaching mode

3.1 Design of course objectives

The design of the course objectives is the key part of the multi-integration teaching mode and the vane of the entire pre-school dance network course. The selection of teaching content, the design of teaching activities, the collection of resources and materials, and the establishment of evaluation standards of the network course of preschool professional dance should all take this as the core. The teaching objectives of pre-school professional dance courses usually include three basic parts: knowledge objectives, ability objectives and emotional objectives. The three are combined and complementary to each other, and corresponding standards are formulated around the pre-school professional talent training program.

3.2 Design of teaching content

3.2.1 Design of teaching content at the primary stage

The teaching objects at this stage have poor physical flexibility and coordination ability, and simple basic training courses with high standards, strict requirements and high repetition rate will make students lack learning enthusiasm. The teaching content of the primary stage should start with the emphasis on the comprehensiveness of the course, for example, pre-class preview: using the network course, students can enjoy excellent ballet works after class, and initially establish the aesthetic awareness of dance. The teachers introduce the aesthetic standards of ballet in combination with the works in class, and carry out the basic ballet training on

this basis. The basic body training is the only way for the students to change their physical conditions from natural body shape to regular body shape. However, in practical teaching, students generally lack interest in basic training courses, and even reject dance classes because of the high requirements of physical training on physical quality. According to the characteristics of students in this period, teachers should adjust the teaching content appropriately, summarize the knowledge points of each lesson, and put them into the teaching resources of online courses in the form of words and pictures, so as to facilitate students to preview and review, help students summarize and summarize problems, find the rules of dance learning step by step, develop good thinking habits of learning dance, and achieve the teaching effect of extending the classroom teaching capacity.

3.2.2 Teaching content design at intermediate stage

Taking the teaching content design of ethnic folk dance module as an example, the whole module is divided into six parts: Han, Tibetan, Mongolian, Uygur and Dai. The content design of each teaching unit emphasizes the comprehensive training of dance teaching, organically integrates dance culture, skill teaching and children's dance creation, pays attention to the cultivation of students' comprehensive ability, and the combination of various dance types and children's dance creation, reflecting the professional development needs of preschool dance teaching. Combined with the "online+offline" integrated teaching mode of online courses, it helps students train themselves, develop themselves, and constantly challenge and surpass themselves in an interactive and collaborative teaching environment.

4. The significance of implementing multi-integration teaching mode in preschool professional dance teaching

Multi-integrated teaching mode is conducive to breaking the "conditional" barrier and improving the effectiveness of students' learning

"Oral and physical teaching" teaching mode has always been the traditional mode of dance teaching. The advantages of this kind of teaching mode are: intuitive, easy for students to imitate, and teachers can correct students' dance movements in close proximity and hands. However, for pre-school professional teaching objects, their dance foundation is weak, two dance classes a week, or even fewer class hours, it is difficult for students to remember actions in a short time, have both shape and spirit, and form dynamic stereotypes. While the "offline"+"online" multi-integration teaching gives full play to the advantages of students' independent learning to the maximum extent. Using the online teaching platform, students can watch the decomposition action and the teaching case anytime and anywhere according to the teaching micro-video recorded by the teacher at different points of knowledge, learn to analyze the dance action in the process of repeatedly correcting and improving, form the habit of active learning, and gradually cultivate the aesthetic awareness of dance.

Conclusion

To sum up, we can see that the multi-integration teaching mode, as an innovative teaching mode in preschool dance teaching, has its value and significance. This new teaching mode, applied in preschool dance teaching, can effectively promote students' learning autonomy, mobilize students' learning interest, increase students' learning capacity, promote students' understanding, mastery and application of dance vocabulary, and exercise excellent professional quality "online" teaching mode in the promotion of dance courses in order to adapt to the new era of preschool education posts, It can improve the situation of "cramming" and "talking" in traditional dance teaching, and has practical significance for promoting the reform of dance teaching in preschool education specialty. The development of online dance courses can also become the school's school-running characteristics, help the school absorb more high-quality students, promote the rapid development of pre-school majors, and provide the school with the power of sustainable development.

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