

Research on training of dance professionals under the “1+X” certificate system

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Abstract: With the deepening reform of vocational education, the ideas and models of talent training in various middle schools emerge endlessly, which provides a rich path for the reform of talent training mode in higher vocational colleges. The proposal of “1+X” certificate system provides a new direction for professional teaching in higher vocational colleges, which has positive significance for cultivating talents in line with social development and is conducive to realizing the goal of education in higher vocational colleges. The introduction of “1+X” certificate system in the training of dance professionals in senior high schools requires professional teachers to formulate teaching objectives, design teaching links, select teaching content and set up evaluation mechanism under the guidance of this advanced system, and actively implement the strategy of integration of production and education and cooperation between schools and enterprises in this process to cultivate high-quality dance talents needed by society. How to carry out the training of dance professionals based on the “1+X” certificate system is an important issue that teachers need to solve urgently at present. This paper deeply analyzes the significance of introducing “1+X” certificate system in the training of dance professionals and the dilemma of professional teaching, and puts forward the reform strategies for the training of dance professionals under the “1+X” certificate system, in order to be beneficial to teachers.

Key words: “1+X” certificate system; Dance major; Talent training; research

Introduction

In recent years, the education department has introduced various policies and measures for vocational education, aiming at promoting the reform and development of vocational education. In the Implementation Plan for Vocational Education Reform, it is proposed that vocational colleges and application-oriented undergraduate colleges should actively carry out the pilot work of “academic certificate + several vocational skill level certificates”, referred to as the “1+X” certificate system. This provides a new idea for the education reform of vocational colleges. Based on this, dance teachers in higher vocational colleges need to implement the “1+X” certificate system by adhering to the “student-oriented” education concept, and use this system to alleviate the contradiction between dance professionals and the supply and demand of the talent market, so as to promote reform and innovation.

1. The significance of introducing the “1+X” certificate system in the training of dance professionals

(1) Improving students’ professional quality

In terms of the source of students in higher vocational colleges, the professional ability and learning level of dance students in higher vocational colleges vary greatly. Many students have weak basic knowledge, lack of autonomy, lack of self-control and other problems, which affect the quality of professional talent cultivation. Based on this, dance teachers can actively promote the “1+X” certificate system in combination with the current employment prospects of dance majors, social demand for talents and the employment situation of talents, and enhance students’ professional ability and professional quality by relying on vocational skills certificates.

(2) Promote the reform of vocational education

For a long time, many students and parents have cognitive bias towards higher vocational education. Although it is related to their cognitive level, it is undeniable that there are still many shortcomings in the education and teaching process of higher vocational colleges. Many students find it difficult to adapt to the job after obtaining a diploma, and there are certain weaknesses in the talent market competition. The introduction of the “1+X” certificate system in the training of dance professionals in higher vocational colleges can effectively change this employment situation. By optimizing the teaching content around the vocational skills certificate, it can effectively improve the vocational competitiveness of students, effectively promote the reform process of modern vocational education, and enrich the knowledge reserve of students while expanding their cognitive vision. Finally, it can effectively improve the quality of talent cultivation and promote the reform of the supply side of the talent market.

2. The dilemma of training dance professionals

(1) The degree of social recognition needs to be improved

In the implementation of the current “1+X” certificate system, grade certificates mainly include school independent recognition, enterprise cooperation, government certification and other ways, and the degree of social recognition of the above three certificates is ranked from low to high. In the specific implementation link, it is more difficult to design “1+X certificate” around the vocational education training goal, and its focus is on the final stamp of the certificate. As far as dance is concerned, the grade examination certificate with certain gold content and recognition in China is mainly issued by Beijing Dance Academy, China Dancers Association and China Opera and Dance Theater three institutions, with the dance skills certificate of these institutions, it is more able to obtain social recognition. However, specific to the level of professional skills, these institutions have their own standards and systems for dance certification, the lack of national level influence, resulting in its social influence is not high. If the problem of social recognition can not be solved well, it is easy to make different

types of certificates appear in the social market, resulting in difficult for the society to clearly compare and measure the value of certificates.

(2) No clear certificate level has been formed

At present, China's certificate in the field of dance is mainly based on the examination level, in the face of different examination and certification bodies, the division of dance levels is also different, some are divided into eight levels, and some are divided into ten levels. Under such a division mechanism, it often brings certain problems. First, classification requires long-term scientific research and data analysis, which is often lacking in ordinary vocational colleges at present. Second, it is necessary to set up the progressive ability among different levels reasonably. By establishing an access mechanism to guarantee the value and quality of certificates, setting up such a progressive relationship will also enhance the practicability and operability of the system.

(3) It is necessary to combine the certificate system with the completion conditions

When carrying out the "1+X" certificate system, if the school wants to help students obtain the vocational skill level certificate, the school needs to include the acquisition of the certificate in the graduation conditions, only students who have reached a certain dance grade certification standards can successfully graduate. However, limited by the concept of higher education, students often have the problem of weak enthusiasm for learning and low interest. If the certificate is directly included in the qualifying conditions for graduation, it is easy to affect the graduation rate of students and even affect their employment development. At the same time, if this system cannot be strictly implemented and the conditions for students to obtain certificates are relaxed, the quality and influence of certificates will decline, which is not conducive to the long-term development of the "1+X" certificate system.

3. Training strategies for dance professionals under the "1+X" certificate system

(1) Coordinate multi-party identification and position the function of "1+X certificate"

In the current vocational education and professional construction, the "1+X" certificate system is an important measure to promote curriculum reform. In the process of implementing this system, it is necessary for dance students to have a high skill level and be able to meet the needs of dance talents in various positions in contemporary society, which can motivate students to deeply understand, learn and use dance knowledge and performance skills. The realization of this goal requires the establishment of a multi-party identification plate. First, get the recognition of the school; Second, to gain recognition in the field of dance; Third, it can obtain the recognition of enterprises and institutions; Fourth, to achieve the recognition of the dance industry specialized evaluation institutions and society. On the basis of the above four aspects of recognition, it will be able to ensure the gold content and social recognition of the "1+X" certificate system, and promote students to actively and consciously acquire professional knowledge and master professional skills. In addition, under the multi-party collaborative identification, it can improve students' dance knowledge and skills, laying the foundation for their job hunting and development. Secondly, through the use of this system, a professional "1+X" assessment mechanism can be formed in the school. By integrating and summarizing learning resources, researching innovative ideas and developing new teaching materials, students' knowledge can be broadened, a more scientific and comprehensive professional skills appraisal method can be formed, and the certificates obtained by students can have higher credibility. In the assessment and testing of students' dance professional quality, the school can combine the "1+X" certificate system, and can also docking and cooperating with off-campus enterprises and institutions, and plan and design relevant assessment content and standards on the basis of joint research on the training needs of contemporary dance talents.

(2) Set up the "1+X Certificate" course based on the professional reality

In the application of the "1+X" certificate system, schools should strengthen cooperation with local enterprises, and implement the educational reform of theoretical classroom and practical training through school-enterprise joint methods. While providing students with good knowledge cognition and performance opportunities, enterprises should let students know more information in the field of dance and see the current employment environment of dance majors. For example, in the specific implementation, teachers should focus on the "1+X" certificate system, regularly organize professional students to enter the children's palace, dance company and other working environment to study and observe, and help students to carry out theoretical learning and practical training by setting up special courses. In addition, teachers can cooperate with mentors of enterprises and institutions to set theoretical and practical links for students, so that students can understand the operation process of enterprises such as children's Palace and dance company and their demand direction for dance talents in the actual environment, so that they can take the initiative to consider improving their learning ability and level and enhance their professional quality. In addition, teachers should establish and improve the assessment content based on the actual social development in the field of dance, integrate the difficulties and problems faced in reality, and guide students to conduct analysis. In this way, students can carry out systematic and comprehensive analysis in the "integration of science and practice", so that they have the ability to analyze and solve problems, and greatly improve the possibility of students obtaining "1+X certificate". In the actual operation, teachers should establish an education model around the "1+X" certificate system, optimize the course content, and develop and design professional courses from the comprehensive cultivation of dance performance ability, creative ability, professional skills and other qualities. According to the current development status of enterprises and institutions in dance education and dance performance, many enterprises and institutions attach great importance to the creative ability, performance ability and skill level of dance talents. Especially in the current social environment, the demand for specialized talents in jazz dance, Chinese dance, modern dance, street dance and other dances is surging. According to the actual situation of these enterprises and institutions, schools and professional teachers should introduce relevant design and development content into professional courses, so as to make the "1+X" certificate system more systematic.

(3) Incorporate innovative elements and update the “1+X” training method

Under the background of the gradual progress and development of the current education work, the dance major in higher vocational colleges has ushered in a new development opportunity, and formed a corresponding evaluation and assessment mechanism, which provides strong support for the improvement of students' learning ability and the development of employment. In order to have a good knowledge interaction between teachers and students, feedback of learning effect, and let students deeply understand that the “1+X” certificate system will bring long-term impact, dance teachers should integrate innovative elements into the training mode of educational talents. For example, teachers should consider the effective integration of professional teaching content and “1+X certificate system”, and integrate innovative elements and innovative thinking from a new perspective. For another example, teachers should actively introduce the integration of production and education education methods to promote students to realize the integration of theory and practice and form a sense of self-improvement. First, teachers should seek the help of dance education, dance performance and other related enterprises and institutions, jointly refer to the development of the dance field to build training bases inside and outside the school, and form cooperation agreements such as on-the-job practice and off-campus training. Secondly, schools can share advanced dance creation concepts and performance skills with enterprises, and the two can jointly explore the creation of a certain dance. On this basis, enterprises need to help schools implement teaching and research work and provide dance students with certain performance practice guidance. In this way, a mutually beneficial situation can be achieved, and an opportunity can be provided for the two to jointly create a “1+X certificate” certification system that fits the characteristics of the school and the development of students, so that students can have better opportunities for development. With the support of the integration of industry and education, teachers in schools and enterprises should pay attention to the guidance of students' dance professional skills. Through the formulation of practical training plans, students should be guided to complete the theoretical learning tasks while getting in touch with the frontline dance creation, dance teaching and dance performance of enterprises and institutions, so that the majority of professional students can understand the current technical requirements of enterprises and institutions for talents. Through the experience of the actual working environment, it will provide basis and experience for the future study and development of students, and attract students' attention to the “1+X” certificate system.

4. Conclusion

To sum up, when optimizing the training mode of dance professionals in higher vocational colleges, schools and teachers should explore the shortcomings of traditional education and take the initiative to meet the challenges brought by the “1+X” certificate system. To be specific, the effective integration of dance courses and certificate standards can be achieved by coordinating the identification of multiple parties, setting up “1+X” courses, and innovating training methods, so as to build a communication and bridge for the integration of production and education, so that students can pay attention to the improvement of their theoretical literacy and professional skills, so as to promote the reform and development of professional education.

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