

# Design and construction of online and offline mixed teaching mode of dance foundation course for preschool education major

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**Abstract:** the teaching reform of professional courses is one of the academic hotspots of research at home and abroad. The curriculum construction should establish new ideas and new ideas to promote the curriculum reform and innovation. The online and offline Hybrid Teaching Reform of dance course proposed in this paper is based on modular content as the core, hybrid teaching as the means, and diversified evaluation mechanism. Relying on the OBE education concept, the course is based on high-quality educational resources and information-based learning environment, and focuses on stimulating students' autonomous learning. It explores the reform path of dance foundation course for preschool education majors, and ultimately promotes the achievement of teaching objectives and improves students' practical skills and theoretical knowledge of dance courses.

**Key words:** dance foundation; Pre school education; Curriculum reform

At present, the dance course in most colleges and universities is still a traditional teaching mode: Teachers' teaching, general teaching materials, large class teaching and single evaluation. Such traditional teaching is not only not conducive to the development of the course, but also affects the improvement of students' professional ability. In this regard, the mixed teaching reform of dance course proposed by the author takes modular content as the core, mixed teaching as the means, and uses diversified evaluation mechanism for research. Teachers first set students' ability goals according to the market orientation and students' foundation, and then push back the teaching content according to the ability goals to form a mapping relationship between the ability goals and the curriculum, and then teach in a mixed teaching and diversified evaluation way, so that students can finally obtain dance related skills and achieve the teaching goals.

## 1. Mixed teaching mode of dance foundation course

### 1.1 Modular coagulation

1. Concise classification and precise teaching. Dance courses should keep pace with the times, and older teaching content and music should take its essence. Teachers should divide the teaching content of the semester into modules according to the characteristics and nature in combination with human training and syllabus. Secondly, around the market demand and students' professional foundation, adjust the appropriate dance teaching content on the basis of modularization and conciseness, and combine with each other to achieve more optimized teaching effect, Make teaching more targeted, and through intensive training, make students learn something and apply what they have learned. At the same time, in teaching, teachers should pay attention to the cultivation of students' learning interest and learning ability, combine the latest era elements, make the classroom "live", make students have a sense of learning achievement, and ultimately improve students' professional skills and professional quality of dance.

The modular content of this study is divided into three modules: basic skill training, Chinese folk dance and traditional dance at home and abroad. The basic skill training part is equipped with stretching feet, pressing front legs, pressing side legs, climbing and straddling, horizontal fork, vertical fork, kneeling and trembling waist, kneeling and kneeling, standing and trembling waist, standing and stooping waist, removing unrealistic and difficult skills, omitting flashy surface Kung Fu, and precise basic skill practice, so as to achieve success in learning and apply what you have learned; The traditional dance at home and abroad mainly covers Chinese classical dance, ballet and modern and contemporary dance; The part of Chinese folk dance covers the main national dances in China, such as Tibetan dance, Mongolian dance, Dai dance, Uygur dance and Guangxi unique minority dance depending on local geographical advantages.

2. In the teaching process, teachers should always keep in mind the mission of educating people for the party and the country. Therefore, ideological and political elements should be integrated into the dance teaching process, and ideological and political education should be carried out throughout the dance teaching, so as to realize the integration of professional education and ideological and political education. Integrating Ideological and political education into dance teaching is to condense the knowledge points in dance textbooks into Ideological and political elements, and cultivate morality and cultivate people imperceptibly. The course of Ideological and political education aims to take students' learning and growth as the center, learning effectiveness as the standard, stimulate students' learning motivation, and continuously cultivate students' interest and critical thinking ability in teaching.

For example: In the training of leg pressing and waist lowering, cultivate students' will to be fearless of challenges, persistent and unremitting; Cultivate students' craftsman spirit of keeping improving and being meticulous when repeatedly practicing dance movements; In professional practice, we should cultivate students' Lei Feng spirit of loving their jobs, being conscientious and willing to take risks; When learning folk dance, cultivate students' cultural self-confidence, national self-confidence and national pride. In order to stimulate the enthusiasm and positive energy of students, and imperceptibly establish morality and cultivate people.

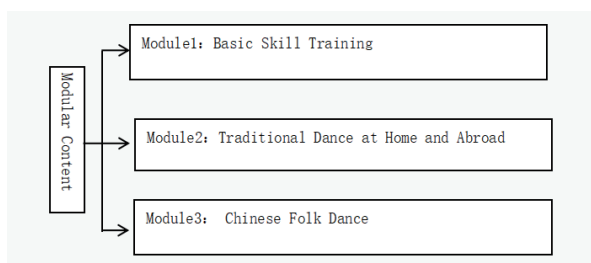


Figure 1 Composition of dance teaching content

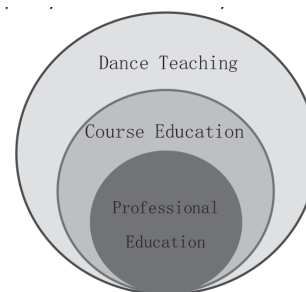


Figure 2 dance teaching, course Ideological and political, professional ideological and political relationship diagram

### 1.2 Blended teaching

In the era of information technology, teachers pay more and more attention to the dominant position of students' learning, and give full play to the functions and advantages of online teaching through MOOC, micro class and flipped classroom, so as to make the teaching mode flexible and diversified, and facilitate students' learning in free time. At present, some online platforms have dance video resources for preschool education majors, but the teaching quality of online resources is uneven, and teaching materials are scattered everywhere. Some resources have no basic skills training, and some have increased the difficulty of basic skills technology, which can not well cooperate with students' stage learning.

In this regard, the online resource construction explored in this paper has carried out the following work: first, through the online platform "rain classroom" to optimize teaching methods, implement attendance check-in, upload courseware, release test, upload homework, homework review, courseware preview, exchange and interaction, etc; The second is to promote high-quality online resources for students. Teachers can choose excellent dance resources on platforms such as MOOC of China University and online of school for students' after-school learning and appreciation, so as to stimulate students' interest in learning. The third is to independently develop online teaching video. Teachers can make videos about dance culture, dance movement explanation, dance training and other knowledge points, and timely update the content of offline courses to the online platform to make up for the lack of teaching materials. Students can log in to the online teaching platform in their spare time to preview and review offline courses to meet their learning needs, Achieve better learning results.

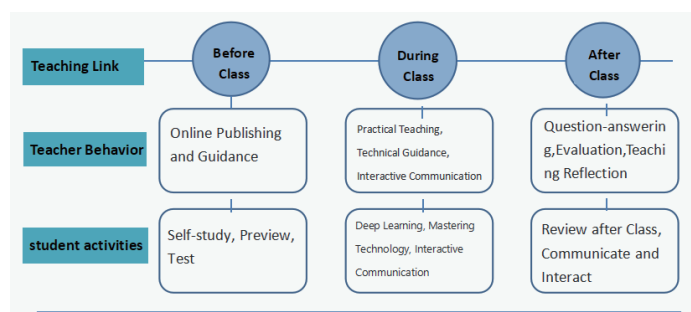


Figure 3 composition of hybrid teaching link

### 1.3 Diversified evaluation

The traditional assessment method of basic dance course is generally divided into two parts, the usual assessment and the final assessment, accounting for about 30-40% of the total: the usual assessment (attendance and questions) accounts for 30-40%, and the final assessment (paper test) accounts for 60-70%. This assessment method is based on the final assessment, which is difficult to objectively respond to the students' participation in the classroom at ordinary times, It also can not well mobilize students' learning enthusiasm and classroom participation, and it is easy for students to have the final assault behavior of "not working hard at ordinary times and cramming for help temporarily".

In this regard, the author believes that teachers should change the traditional assessment methods, explore diversified assessment methods, increase the strength of process assessment based on the principles of objectivity, fairness and openness, improve the weight of usual assessment, and build an online examination platform. Through the use of process assessment, general assessment, direct assessment, indirect assessment, online assessment, offline assessment and other methods, The implementation of diversified assessment makes the evaluation run through the whole teaching management process dynamically. Teachers should pay more attention to and help students with weak learning ability, so that students can feel more concern and love, and ultimately enhance students' self-confidence in learning, stimulate students' learning growth, and mobilize their learning enthusiasm. Specifically, process evaluation accounts for 40%, including online learning and testing, individual self-evaluation, group mutual evaluation and attendance; The summative evaluation accounts for 60%, mainly for the teachers' grading of students' learning and performance in a semester. In short, diversified assessment is more concerned with students' learning process, which can help students realize their strengths and weaknesses in learning or thinking, and enable students to gradually establish confidence, understand themselves, and truly experience the happiness and progress of learning and growth.

(Table 1 diversity evaluation table

Evaluation Method	Assessment Requirement	Proportion ( % )
Attendance	No late and leave early	10
Online learning	Online learning and Measurement	10
Self-evaluation	Self-evaluation and Aelf-reflection	10
Group Assesmen	Group Evaluation and Exchange	10
Exam	Basic skills and Dance	60
Subtotal		100

## 2. Construction of hybrid teaching mode of dance foundation course

This course is based on the national teaching quality standard for preschool education major and OBE teaching concept to develop the mixed teaching mode of dance course for preschool education major. The mixed teaching mode studied is aimed at the reform of dance course and talent training, with the optimization of dance course content as the core, the mixed teaching as the means, and the diversified evaluation mechanism. It sets up special teaching modules for the cultivation of students' professional ability, promotes the achievement of teaching objectives, and cultivates students to master the necessary dance knowledge theory in the field of pre-school education. Dance professional skills and teaching methods make it a high-quality applied pre-school education talent who can meet the needs of today's education reform and social development.

The mixed teaching mode developed in this course improves the standardized management of practical teaching and creates a new way of "teaching" and "learning". The specific operation mode is as follows: first, formulate modular teaching content, classify and condense, and accurately teach; Secondly, the service module content of online and offline mixed teaching mode is used. Finally, diversified assessment is organized. Finally, the results and feedback are analyzed and modified, and the curriculum scheme is continuously improved to ensure the talent training goal of dance courses for preschool education majors. In the process of carrying out the mixed teaching mode, it is required to achieve the overall requirements of modular content "fine work", mixed teaching "live work", diversified evaluation "practical work", build a progressive mixed teaching mode, and effectively ensure the effective implementation of teaching .

The mixed teaching mode can stimulate students' interest in learning, mobilize students' enthusiasm for learning and enthusiasm for independent exploration, and cultivate students' new learning methods and practical ability to analyze and solve complex problems, that is, the so-called "teaching people to fish is better than teaching people to fish". The reform of teaching content highlights the application orientation, the reform of teaching methods pays attention to multidimensional, the reform of assessment and evaluation methods realizes diversification, and further optimizes the teaching system through effective implementation, inspection and evaluation.

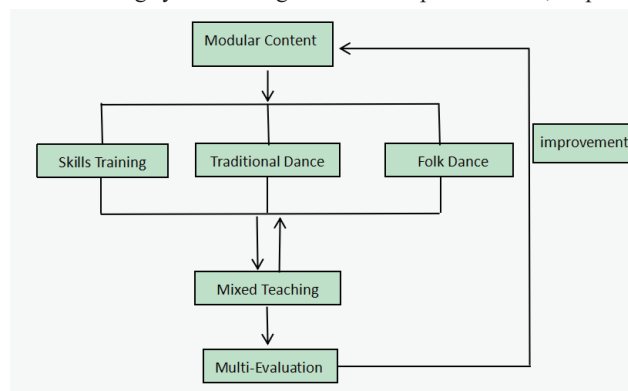


Fig. 4 operation composition of mixed teaching mode)

## 3. The innovative significance of the mixed teaching mode of dance foundation course

### 3.1 Through online teaching resources, we can solve the dilemma of traditional teaching and realize optional personalized learning

Dance teaching is a practical teaching. Its special point of teaching is that it is dynamic and intuitive. Teachers demonstrate in the classroom and students follow the simulation exercises. However, they often have no reference after class. Sometimes, there are deviations and blurring of classroom content. Although there are textbooks, However, the text expression in textbooks cannot present students with intuitive action images. This paper aims to produce the most practical and applicable online teaching video for preschool education majors, and load the dance teaching video into the online teaching platform. Students can complete review and preview in their spare time, which reflects the advanced ideas and development concepts of contemporary education, effectively improves the teaching quality of dance courses, and forms a multi type and diversified teaching content and curriculum system, Realize optional personalized learning and stimulate students' intrinsic interest in dance.

### 3.2 Solve the transformation from "dance knowledge teaching" to "dance ability training" through diversified evaluation mechanism

This course reforms the traditional assessment methods, explores diversified assessment methods, increases the strength of process assessment, improves the weight of usual assessment, builds an online examination platform, and implements diversified assessment

methods through the use of process assessment, summary assessment, online assessment, offline assessment, etc. Diversified assessment methods pay more attention to the learning process of students, help students realize their strengths and weaknesses in learning and growth or thinking, and enable students to gradually establish confidence, understand themselves, find deficiencies, motivate learning, and truly experience the happiness and progress of learning and growth when conducting individual evaluation and group mutual evaluation.

3.3 Integrating Ideological and political education into dance teaching to realize the construction and development of the integration of professional education and ideological and Political Education

As a teacher of Party members, always keep in mind to educate people for the party and talent for the country. This course condenses the professional knowledge points into Ideological and political elements. Taking the major as the carrier, it imperceptibly integrates ideological and political education into the classroom, runs through the whole process of education and teaching, and realizes the integration of professional education and ideological and political education. When teaching the basic skills of dance and folk dance, cultivate students' perseverance and national pride. Finally, the innovation and development of Ideological and political education in the curriculum will be realized, the enthusiasm and positive energy of students will be stimulated, the goal of moral education will be established, and moral education will be cultivated imperceptibly.

3.4 The course teaching design fully reflects the high-level, cutting-edge and challenge

The hybrid teaching mode of this course research is high-level, the online teaching method is innovative, the learning process is challenging, and the learning results are personalized. The high-level courses not only cultivate students' high-standard professional quality of dance, but also cultivate students' critical ability and advanced thinking, and solve the complex needs of modern society for preschool teachers; The construction of online resources increases the selectivity of students, is conducive to personalized training, and highlights the innovation of the course; Offline courses modularize the teaching content, optimize the teaching content, and set the most practical and applicable teaching content for students majoring in preschool education. Teachers should have higher requirements on students' learning ability in the teaching process, showing the difficulty that can only be touched by jumping.

## 4. Summary

The mixed teaching mode of dance foundation studied in this paper highlights the application orientation, the reform of teaching methods focuses on multidimensional, the reform of assessment and evaluation methods realizes diversification, and further optimizes the teaching system through effective implementation, inspection and evaluation. This teaching mode can not only improve students' dance technical skills and professional quality, but also stimulate students' interest in learning, mobilize students' enthusiasm for learning and enthusiasm for independent exploration, and cultivate students' new learning methods and practical ability to analyze and solve complex problems, that is, the so-called "teaching people to fish is better than teaching people to fish", Promote students to have enough competitiveness and development potential in graduation practice and future professional work, and make their due contributions to national and regional preschool education. In addition, the teaching mode studied in this paper can also provide experience and reference for dance teaching in other pre-school education courses and related professional colleges.

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