

# Reform of Dance Curriculum for Preschool Education in Colleges and Universities\*

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**Abstract**—Cultivating excellent preschool educators can help carry out the necessary aesthetic education for children through dance. Therefore, in the teaching process, teachers with certain scientific focus on how to ensure the normal development of various parts of the child's body and enhance physical fitness through dance learning. The preschool professional dance teaching in colleges and universities in China started late, and the development time is short. Although some progress has been made, there is still a big gap compared with developed countries. How to effectively solve the problem of dance teaching in preschool education in colleges and universities is worth thinking about and exploring. By collecting data and investigating the dance teaching of preschool education major in colleges and universities, the author can understand its development status and particularity, analyze the problems in the teaching process, and explore reasonable and effective solutions to promote the development of dance teaching of preschool education in colleges and universities in China.

**Keywords**—preschool education; dance teaching; particularity; problems and countermeasures

## I. INTRODUCTION

Nowadays, preschool education is receiving more and more attention from the state. At the same time, the professional quality requirements for preschool teachers are constantly improving. Preschool teachers must not only have professional theoretical knowledge, but also need to have corresponding professional skills. Dance is one of the skills. In order to make the students of preschool education major better integrate with the work unit after graduation, the private colleges will take the dance course as one of the compulsory courses for students. This paper starts from the current situation of the development of dance courses for preschool education in private colleges, summarizes the common problems in the dance courses of preschool education in private colleges, and combines the teaching characteristics of dance courses to obtain corresponding solutions, so as to help students of preschool education major master the professional skills of dance.

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## II. THE DEVELOPMENT OF DANCE TEACHING IN PRESCHOOL EDUCATION

With the development of society, people pay more and more attention to preschool education, and at the same time, the requirements for the construction of teaching staff are greatly improved. Dance teaching is one of the important components of preschool education in private colleges and universities, and it is also a compulsory course. In recent years, with the advancement of quality education, kindergartens have paid more and more attention to the aesthetic education of young children. Dance education is an indispensable part of it. For the all-round development of the children, when the kindergarten recruits teachers, the examination of dance ability is also included in the teacher's ability test, which shows that the importance of dance teaching is self-evident. Dance teaching is indispensable part of the development of students' vocational skills, no matter from the perspective of students' recognition height or the school's attention. However, due to the late start of the preschool professional dance teaching in private universities in China, the development time is short. Although some progress has been made, there is still a big gap compared with developed countries. At the same time, as a private college, the teaching methods of ordinary vocational colleges are similar, and there are no outstanding school-running characteristics. In the process of teaching implementation and development, there have also been many problems, such as insufficient teacher resources, backward education methods, and unreasonable teaching arrangements. In view of the development of dance teaching in preschool education in China, it is possible to explore the particularity of dance teaching, the problems and causes in the teaching process and some feasible solutions, so as to promote the faster development of preschool dance teaching in colleges and universities.

## III. THE CHARACTERISTICS OF DANCE TEACHING IN PRESCHOOL EDUCATION MAJOR OF COLLEGES AND UNIVERSITIES

### A. The Particularity of the Object of Education

The students of preschool education major in colleges and universities have not been exposed to formal dance teaching. They are basically zero-based, and the ages are all around the age of twenty, and the bones are basically mature.

The physical quality requirements for learning to dance are not up to standard. Relatively speaking, the best period for learning dance has been missed, which increases the difficulty of teaching teachers. Therefore, the development of dance teaching should be suitable for the age characteristics of students.

The content of preschool education is relatively extensive and requires students to develop in an all-round way. Since the enrolled students are admitted through the college entrance examination, there are differences in the level of learning acceptance and mastery of vocational skills. Moreover, as an art of body performance, dance art must have strict requirements on the physical condition of the dancers. For example, some students have a better sense of flexibility and rhythm. They learn dance movements faster, and the dance patterns and body language are beautiful and pleasing to the eye. However, some people are completely opposite. There is no relatively suitable physical quality, and the performance is stiff and rigid. Slowly, he will lose the enthusiasm for learning dance, thus gradually separating from other students. Faced with the difference in the level of student learning, a comprehensive teaching strategy should be designed, and different students have different degrees of progress. However, with the impact of the big environment and its location, some problems can't be solved by college dance teachers. Even so, it is necessary to find a strategy that can solve this problem.

In addition, things are dialectical. Although students have many limitations in physical conditions, they have a strong ability to understand and observe dance movements. At the same time, it has the consciousness of adult and the persevering quality of hard work, which has great advantages for the study of dance.

#### *B. The Particularity of the Teaching Content*

The goal of preschool education in colleges and universities is to train preschool teachers to carry out dance teaching courses, so as to train students to develop the teaching ability of dance teaching for the children in the future. In the daily life, the aesthetic body movements are used to cultivate the aesthetics of the children. The various dance knowledge is transformed into a kind of ability to nurture and cultivate children's mind and body through dance teaching, thereby improving the practical ability of teaching. The dance teaching of preschool education major can't blindly copy the professional training mode of dance colleges, is mainly to cultivate the body language expression ability of preschool teachers.

#### *C. The Particularity of the Teaching Environment*

Compared with other schools, private higher education institutions have a more open and free atmosphere. Teachers rarely have the opportunity to participate in the students' after-school life. Therefore, without the supervision and guidance of teachers, the students reduce the time for regular practice. The students' learning of curriculum is entirely by self-conscious. Especially, in the environment of preschool education, the society pays more attention to the cultivation of theory and research skills. This kind of auxiliary skills is

relatively concession for other theoretical courses. In this open teaching atmosphere, the difficulty of dance teaching is undoubtedly increased. The learning of dance is a kind of learning of movement skills. Only repeated practice and teacher's corrective guidance can cultivate students' good physical expression ability.

### **IV. THE PROBLEM EXISTING IN DANCE TEACHING OF PRESCHOOL EDUCATION MAJOR IN COLLEGES AND UNIVERSITIES**

#### *A. The Problems in the Teaching Content*

The main problems here are few teaching hours and poor course structure. Dance teaching is a skill course. There are many things to learn, such as basic form, national folk, classical, and children's dance. Moreover, they are independent from each other, each of which has its own unique characteristics and complete action system. To master this skill, learning more and practicing is the most basic requirement for students. However, after investigation, it is found that there are only one or two classes of dance courses in colleges and universities, which is not enough to meet the educational requirements. Few class hours lead to a lot of problems in the teaching process. For example, the students do not grasp the content of the study firmly, and the teacher's supervision of students will be greatly reduced. There often has the phenomenon: the students are still well-understood about the content of this lesson, and have to learn new content in the next lesson. As time goes by, the learning content is mastered partially; the learning pressure is getting bigger and bigger; and the students will lose interest in dance. When the teachers review the contents of the previous section, they will find that it is equal to giving the new lecture. The students return the learned dance movements and skills to the teacher. This brings great pressure to the teacher to teach the new lesson. Less teaching time will inevitably lead to insufficient training time and compression of teaching content. How to improve the quality of learning dance in a limited class time is a major problem in current dance teaching. Not only that, too many students responsible by the teachers will become the burden of college dance teachers, which will make it impossible for teachers to conduct comprehensive and specific face-to-face guidance. This can also lead to the negative attitude of students.

#### *B. The Problems in Teaching Methods*

1) *The teaching method is single, and the teaching ideas are too traditional:* The teaching of any course is inseparable from the appropriate methods and techniques. The teaching of dance teaching of preschool education major is even more so. Due to the particularity of the objects of education, the interest of students, the teaching techniques and methods of training, and the training of dance literacy need to be taught in accordance with their aptitude. At present, the dance teaching of preschool education in some colleges lacks flexibility, and does not pay attention to diversified teaching methods into the classroom. The dance teaching just focuses on the

demonstration movements and the kicking of the legs over and over again, which makes the classroom teaching boring. This single traditional teaching method also greatly dampens the initiative and enthusiasm of students' learning. This has caused the original vibrant artistic beauty of the dance becomes uninteresting, losing the most basic pleasure of dancing.

2) *The teaching form is monotonous and lacks innovation consciousness:* Content and form are the main body of a course, and should also pay attention to the expression of form when imparting knowledge content. The form of dance teaching is often very monotonous, generally including warm-up exercise, basic movement exercise, and the learning of new actions. With this teaching form, there is less interaction between teachers and students; students' enthusiasm is weakened; students have mastered the pace of teacher teaching; and it is prone to laziness or opportunism. It is known that learning is imitative. If students are experiencing a variety of classroom teaching methods when they are learning, it believes that their own teaching methods will be rich and colorful in the future. And the "Professional Standards for Kindergarten Teachers (Trial)" issued by the Ministry of Education emphasizes that teachers should have the ability to create children's dances. This monotonous teaching form that only emphasizes action teaching is difficult to improve students' sense of innovation or the creativity of students.

### C. *The Problems in Teaching Evaluation*

1) *The teaching evaluation subject is single:* At present, in the professional dance teaching of pre-school education major in colleges and universities, it is basically the method that the substitute teachers evaluate the students' assessment scores and the mastery level of dance, which fully enhances the teacher's main position in the teaching process, but ignores the enthusiasm of students to participate in the evaluation. In the process of learning, students are the main body. They are clear about their own efforts, which limit the students' right to participate in evaluation. It will make the evaluation results lack fairness, and even lead to lower self-efficacy of some students and reduce the initiative and enthusiasm of later learning.

2) *Single teaching evaluation method:* Examination-oriented education has too much influence on teachers and students. The ability of students is generally based on test scores. The dance teaching of preschool education major in colleges and universities is no exception. This single evaluation method is easy to lead to the slack of students with strong learning ability and the inferiority of students with poor learning ability, which is not conducive to the cultivation of students' dance ability. Everyone is an independent individual. They have unique insights into dance. The display of one or two dances is not comprehensive. The results of the evaluation greatly affect the enthusiasm of students. The new curriculum reform

advocates the use of development and encouragement to evaluate students, and dance teaching should be the same.

### D. *The Problems in the Faculty*

Comenius once said: "teachers are the most glorious profession under the sun." It is also said that teachers are leaders of students on the road of learning, and are the guides in the life of students. Countless good words praise the teachers who work hard. Indeed, teachers play an important role in learning life and give too much love and help. However, the lack of teachers, traditional education concepts, authoritative educational styles, one-sided evaluation methods, etc., also hinders the development of students in some aspects.

The dance teaching of preschool education major involves more comprehensive content, including basic physical training, dance training of early childhood, dance creation and so on. There are also dance creation, training, counseling, etc., which are inseparable from the guidance and education of teachers. Due to the shortage of teachers, such a major task is often undertaken by a teacher. On the one hand, the professional level of teachers in different fields is not enough, which affects students' deep learning. On the other hand, teachers take on many roles, which lead to job burnout and affect the quality of dance teaching.

## V. THE SOLUTION TO THE PROBLEMS EXISTING IN THE DANCE TEACHING OF PRESCHOOL EDUCATION MAJORS IN COLLEGES AND UNIVERSITIES

### A. *Developing Training Objectives According to the Characteristics of Students*

Students are the main body of learning, and the purpose of teaching is to promote the development of students. The development of the goal of dance teaching should conform to the characteristics of the students and give play to the main role of students, which will be more conducive to the improvement of students' dance ability. Students have some disadvantages, such as, poor foundation, developed body bones and poor coordination. However, some students have the advantages of strong understanding, mature imitation and good self-control. It is necessary to make comprehensive research and understanding of students, and develop reasonable training objectives according to the characteristics of students.

At the same time, the teaching goal should focus on gradual progress. At the beginning, students should master the basic knowledge of dance and basic physical training, so that students can meet the requirements of laying a good foundation. Also, it is necessary to require students to pay attention to the normative action. In the next stage, students learn physical training by performing classical body dances, such as basic stance, hand position, and foot position, so as to achieve the goal of developing movement coordination, sense of rhythm, ability to create, etc. Therefore, it can meet the requirement for a child dance teacher.

Each student is a unique individual, and the ability to receive learning is not the same. It is necessary to teach

students in accordance with their aptitude, so as to stimulate their different strengths. This requires a hierarchy when setting goals. For the students with strong learning ability that need to be promoted, the goals set are slightly higher. For the students with poor learning ability, the goals set are biased toward the foundation and the balance of music is cultivated. Grasping the foundation is to better learn the content of next step. However, the goal set among students needs to master a degree. Too high or too low goals will affect the students' psychology and learning effects. It is necessary to balance the gap among them and stimulate students to be better.

#### *B. Combining the Dance Content and Cultivating Dance Interest*

Einstein said: "Interest is the best teacher to learn. In a certain sense, non-professional dance education belongs to happy dance education." Students who have just entered this major are full of curiosity and surprises for dance and are also full of heavier fears. At this time, students are often immersed in the joy of learning an art and the complex atmosphere of anxiety that whether the art can be learned well. At this time, it is the best time to cultivate students' interest in learning dance. First of all, through the development history and basic theory of preschool education dance, students can reduce the shallow understanding of the dance. Secondly, the teacher can dance some dances to enhance the students' sense of worship of the teachers, and at the same time motivate the students to achieve the same effect through efforts, so as to stimulate students' motivation and curiosity. Finally, by putting some cheerful music and demonstrating simple movements, students are encouraged to boldly try to jump, creating a relaxed and enjoyable learning atmosphere and increasing interest in learning dance. The cultivation of students' interest starts at the beginning of teaching. It is convenient to create some forms to increase students' interest in learning. For example, dance competitions, homemade dance shows, dance videos, children's dance videos, etc., create a pleasant atmosphere for dance learning, allowing students to change from being passive to active, thus forming a stable interest in learning.

#### *C. Combining with Employment Requirements and Organizing the Teaching Rationally*

According to the survey, some kindergartens are not satisfied with the dance teaching ability of the newly graduated college students in children's dance. They feel that the newly graduated are only to be able to dance on their own, and the ability to create dance is not satisfactory, especially the lack of dance teaching ability. Students often reflect that the learning content of dance is the content of some professional dances, and rarely involves the content related to kindergarten dance. The students of preschool education major are engaged in occupations related to children. While improving the literacy of dance, it is convenient to pay more attention to how to carry out dance teaching in the future, and how to improve the interest of children in learning dance and the aesthetic education of children's dance. In order to meet the needs of students' work and the actual requirements of social development, the

preschool education major of colleges should organize teaching in light of the actual situation of kindergartens. On the one hand, it is possible to add more practical children's dances in the process of teaching, so that they can be used in kindergarten work in the future. For example, the video textbook of "Chinese Dance Test Level" is a good choice. The dance movements are organized from the light to the deep, the easy to the difficult. It is suitable for beginners. At the same time, the dance images are lively and lovely. The music is generally children's songs. The rhythm is relatively cheerful and easy to be accepted by young children. It is suitable for the teaching of professional dance in the future. On the other hand, it increases the teaching of children's dance movements, enriches the children's dance vocabulary, and deepens the understanding of children's dance characteristics. The students can learn some basic dance posture and basic steps of children's dance, such as haha, hips, pull-ups, holding flowers, and other commonly used hand positions, as well as the steps of doll steps, wrong steps, and jumping steps. During the teaching process, the teacher can guide the students to take advantage of the basic pace and movements of the children's dance, and make the dance creation with the appropriate children's songs, so as to train students' skills of adaptation and creation and improve dance skills. In summary, the strategy is reflected in the dance teachers of the school, so this is not a difficult change for teachers.

#### *D. Increasing the Teaching Time and Optimizing the Course Structure*

Preschool education dance teaching in colleges and universities involves a wide range of levels, including music, professional courses, preschool education, performing arts, etc., and dance is an action skill course, which requires more time to practice. The amount of 1 to 2 classes per week is definitely not enough. In order to give students more time for study and practice, the class time should be increased appropriately. The colleges and universities rarely make corresponding changes, which teachers can't change.

The professional dance teaching of preschool education is not developed solely by the dance skills. For students, the theoretical knowledge of dance and the training of motor skills are equally important. Therefore, it is necessary to optimize the structure of the curriculum. The combination of theory and practice can play a greater role in promoting the cultivation of students' dance literacy.

In the future, dance education of kindergarten is bound to take the road of innovation and development. Only by attaching importance to the innovative practice ability of preschool education students and improving the strength will they keep up with the development of the times. This requires injecting innovative elements into the dance teaching, such as adding the teaching of the creation and adaption course, increasing the difficulty on the basis of learning, guiding the students to form a small combination suitable for the rhythm of the music with the learned movement, and then to the dance, so as to improve the ability to create step by step. At the same time, students' ability to imitate is increased. Through the screening of multiple dance

videos, the students should learn to accumulate action elements and prepare for creation. The teachers should guide students to strengthen cooperation, choose music together, create movements, organize the dances, etc., not only improving the ability of students to create, but also strengthening the ability of organization and cooperation, and also promoting the learning of other subjects.

#### *E. Paying Attention to Dance Practice and Enriching Teaching Methods*

"Paper will sleep shallow, never know the matter want to practice." The practice is the only criterion for testing truth. Dance is no exception. The level of student dance needs to be reinforced in practice. Therefore, it is necessary to enhance the awareness of dance practice in dance teaching, helping students learn better. The teaching of dance is not as simple as the demonstration, but also the art and method of teaching. As the saying goes, "there is a teaching method, and there is no law." There is no distinction between good and bad teaching methods. The method suitable for students and the way to fully mobilize students' enthusiasm are the best methods. In order to increase the opportunities for students to practice, the students can hold performances in the teaching, arrange themselves, and perform on stage with the teachers' guidance. Then, students can combine theory with reality, and learn to use it, which not only improves the level of dance, but also enhances self-confidence. Group competitions can also be carried out to promote mutual cooperation and enhance the ability of dance creation. There are also some effective methods, such as practicing dance teaching in kindergarten, correcting mistakes by students' mutual demonstration, holding dancing parties in class, and students' free use of dance skills, etc., so as to improve students' dance literacy level and contribute to the practical application of students in kindergarten education. Thus, the colleges and universities can "change the current situation that curriculum structure places too much emphasis on the subject and lacks the integration".

Through organizational activities, it can increase students' practical ability. Also, it is necessary to explore more effective measures in the classroom teaching to give full play to students' subjectivity. Sometimes, teachers can give the initiative to the students. Then, the students can experience the feeling of being a teacher, and share the skills and strategies of learning dance with the classmates. It can also simulate the classroom of the kindergarten. There are students leading the class. When experiencing the class, the students have the learning of dance skills.

#### *F. Focusing on Diversity and Participating in Teaching Evaluation*

Teaching evaluation is an indispensable part of teaching work. It regulates and controls the progress of teaching activities as a whole, ensuring that teaching activities advance toward the intended goals and finally achieving the goal. In the process of professional dance teaching of preschool education major, the main body of teaching evaluation is teachers, and the evaluation method is the examination. This often neglects some students' feelings and

brings some learning problems, such as decreased learning motivation. Unfair evaluations make students have negative emotions that affect learning and life, and so on. In the evaluation of teaching, it is necessary to evaluate the subject, and the content and method of evaluation focus on diversification.

In teaching, it is possible to change the evaluation mode of teachers' "unification of the world", encourage students to participate in the evaluation system, and increase the fairness and reasonableness of evaluation through self-evaluation, group mutual evaluation, substitute teachers' evaluation, and related course teachers' evaluation, which can help students position reasonably, sum up experience and better make planning for later learning. The specific method can be that in the daily teaching: after the students show a dance result or a combination performance, the students can talk about their feeling or the energy spent practicing the dance, and give themselves an evaluation, reflecting the student's subjectivity and reflective ability. Second, other students or groups can give evaluations, and the students can look for deficiencies and improvement from the eyes of others. Finally, the teacher summarizes and evaluates the student's performance from a professional perspective. For the good performance, the teachers should encourage. For bad performance, it is necessary to correct the mistakes in time and tell the students how to improve. It really reflects the diversity of evaluation methods and the diversification of evaluation subjects, actively and objectively evaluate work and students, improves teaching methods, and promotes student growth.

The same is true for content and methods. The exam is the easiest and most effective way to test the level of student mastery, but it cannot be the only way. In the daily classroom teaching, the teachers should also make a reasonable evaluation of the students' performance; at the end of the semester, the examination of the dance should be a combination of the usual performance and the final grade. This kind of evaluation is more reasonable and accurate, and it also enables students to find their own shortcomings and correct attribution to dance performance, and explore a more suitable learning strategy to achieve the goal of training.

## VI. CONCLUSION

For the country, the child is the flower and future of the motherland; for the society, the child is the rain and source of social development. A good team of teachers is the soil that nourishes the growth of children and is the gardener who cultivates the growth of the children. Preschool education in colleges shoulders the heavy responsibility of the training of kindergarten teachers in the future. The teaching of preschool education dance plays an important role in the cultivation of teachers' ability. From the reality of development, it can't find that the level of dance teaching restricts the development of students' dance teaching ability to a certain extent. Discovering the problem of dance teaching and exploring effective dance teaching strategies can greatly promote the improvement of students' dance ability and the development of college dance teaching.

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