

Learning Dance in Games: Study on the Innovation of Dance Teaching of Preschool Education Specialty

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ABSTRACT

The dance teaching of preschool education specialty mostly adopts the traditional teaching method of "oral teaching". The teaching method is single, which can't reflect the main position of students in classroom teaching or achieve good teaching effects. Infiltrating games into dance teaching of preschool education specialty and innovating dance teaching methods can stimulate students' enthusiasm and initiative and improve teaching effects, which is also in line with the current development trend of gamification teaching reform of kindergarten courses.

Keywords: games, preschool education, dance teaching

I. INTRODUCTION

For a long time, in the dance teaching of preschool education specialty, the teaching methods of "oral imparting with physical instruction" and "acceptance" have been adopted, ignoring the personality education, which can't reflect the main position of students in the classroom teaching. The teaching methods are relatively single, which obliterate the enthusiasm and creativity of students' learning. The gamification of kindergarten curriculum presents the development trend of preschool education. Game is one of children's favorite activities. All children's activities belong to the games. The games meeting the requirements of "the development guide for children aged 3-6" are conducive to the healthy growth of children. Dance courses of Kindergarten belong to the art field of five fields of preschool education specialty. And it is particularly important to infiltrate game teaching in the dance teaching of preschool education specialty.

II. THE IMPORTANT ROLE OF GAMES IN DANCE TEACHING OF PRESCHOOL EDUCATION SPECIALTY

Dance games have the characteristics of interest, creativity, performance and so on. The children can learn dance in the game, show aesthetic feeling, experience music, feel the rhythm, make different movement changes according to different music melody, and have fast response. In the game, the children learn different melodies, rhythms and movements, and train the coordination of the limbs. The

game plays an important role in training the hearing and motion sense. Infiltrating game teaching into dance classroom teaching of preschool education specialty can stimulate children's interest in learning, effectively cultivate children's imagination and intelligence, enrich children's emotion, make them learn the method of dealing with interpersonal relationship, and improve the effect of classroom teaching. Therefore, it is necessary to pay attention to game teaching in the dance teaching of preschool education specialty. After graduation, students can inspire children to find beauty and express beauty through game teaching in kindergarten, making dance teaching full of interest and children's interest. And children can grow up healthily and happily in a pleasant environment.

The combination of game and dance forms a new teaching method. The purpose of game penetration into dance class is not only to improve learners' learning ability, but also to make learners clearly understand that dance games can cultivate children's ability to dance, improve the coordination of body and action, so as to develop their imagination and action expression. Teachers should be good at infiltrating games into teaching, making students dealing with problems or contents in teaching in the form of games, and creating good learning mood in a relaxed and happy classroom atmosphere. Then, the students can actively and wholeheartedly participate in learning, and experience the happiness of knowledge in dance.

After entering the university, the students majoring in preschool education have hardship and difficulties in the process of learning dance, so it is very important to increase students' interest and confidence in teaching. Therefore, infiltrating game into dance teaching will play a positive role in training students' interest in

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learning dance and improving the effect of dance classroom teaching. At the same time, it is naturally in line with the requirements of the current kindergarten curriculum gamification, which lays a good foundation for students majoring in preschool education in the teaching of game dance.

III. THE SPECIFIC APPLICATION OF DANCE GAME IN TEACHING

According to the characteristics of children playing games and the natural connection between games and dance teaching, it can make the learning of dance movements and teachers' use of game methods reach a harmonious and unified state, so as to mobilize the emotional participation of students, and change the boring skill learning into vivid, interesting and visualized game learning. Therefore, students can successfully experience the happiness brought by dance. This will improve the comprehensive ability of students to learn dance.

A. Introducing games and arousing students' enthusiasm for learning dance

In dance teaching, the introduction of "game" is a good way to stimulate students' learning enthusiasm. The introduction of "game" into teaching can not only effectively attract students, make them use their brains and hands, stimulate their creative thinking, but also enable students to fully understand the classroom teaching content and have a better perception of the new learning content through the experience of the game. Therefore, any boring course content will become lively and interesting.

In the teaching of dance movement arrangement section of "light rain falling", the author takes the game "running" as the introduction, and trains students' imagination ability in the game through various "running" actions such as trotting, jumping, running and jumping in place, running and jumping forward and backward, running and jumping in circles, etc. Also, the students choose different music according to the rain, umbrella, playing and dancing in the rain, and experience the "rustle" of light rain, the "bang" when opening the umbrella, and the happy mood of walking and dancing in the light rain. Through the creation of game dance, students have a full understanding of the situation of "light rain falling". Therefore, the introduction of game stimulates students' enthusiasm, improves students' interest in learning, and cultivates students' expression and creativity. It should be noted that it is better to take familiar games, common sense of life, rhythm of children's songs and other means as the starting point. The introduction design of the game should be ingenious, and the degree of difficulty and ease should be moderate. Teachers should be creative to hide the teaching objectives and enhance the interest.

Students can concentrate on the process of participation, and learn step by step, so that the whole teaching process is easy, pleasant and linked.

B. Infiltrating games and enhancing students' interest in learning dance

Einstein, a famous German physicist, said, "interest is the best teacher." Korolev, the Soviet educator, said: "interesting and attractive things are half as much again the possibility of memorization." These are the best interpretations of game teaching. In the dance teaching practice, it is not difficult to find that many students have a high interest in learning when they start to contact with dance. However, with the mechanical and boring training and the increasing difficulty, coupled with the physical pain, they gradually lose the confidence in learning dance. The most important reason is the lack of interest in dance teaching. The game teaching can enhance the interest of teaching, and students' interest in learning will be stimulated to the maximum extent. Then, students can change from passive learning to active learning. It is a feasible teaching method to run games through the classroom in dance teaching and organize teaching content with story-oriented (situational) games. In the teaching process, teachers purposefully introduce or create vivid and concrete scenes with certain emotional color and image as the main body to help students understand the teaching materials, stimulate students' emotions, transform the dull knowledge teaching into lively, interesting and visualized happy teaching, and fully mobilize students' enthusiasm and initiative in learning. It is necessary to link the game from the introduction to the end of the classroom and integrate it with the teaching content by relying on the situation and story. And then, students can realize the classroom objectives in the situation. This is a good way to improve the effectiveness of dance teaching.

When teaching children the dance "where is spring", the author adopts the situation design, imagines the surrounding environment as a garden full of beautiful flowers in spring by using multimedia video, designs the plot of little girls playing and catching butterflies in the garden, and then guides the students to choose their favorite roles to play, and plays a lively and lovely little girl in this teaching. In the specific situation of teaching, the factors of performing games are used, which make students actively study and enjoy learning, and achieve better learning effect. Situational teaching is a common teaching method. Teachers should be good at using the existing multimedia equipment, and have rich imagination, vivid language and on-site control ability, so as to lead students to complete the teaching task well in the situation.

C. Consolidating games and improving the effectiveness of students' dance learning

In the dance teaching of preschool education specialty, teachers should fully trust and affirm students, inspire and encourage them conforming to the individual characteristics and needs of students and give guidance in methods, so that students' thirst for knowledge and their speculative power can be fully exerted. Diesterweg, the famous German Democratic educator, said: "the art of teaching is not to teach skills, but to inspire, wake up and inspire." Reasonable use of game factors can make dance classroom teaching play, make students learn in a happy and competitive way, and improve the effectiveness of dance classroom teaching. For example, in the dance classroom teaching of preschool education specialty, when checking the students' dance, the author finds that many students dare not show themselves actively. At this time, it is necessary to use the traditional game form of "drum beating and flower spreading" to make students get exercise in the game, and dare to show and perform diligently. Also, it is necessary to affirm and encourage the students' display in the game, so that students can gain satisfaction, confidence and a sense of achievement. In a happy and tense atmosphere, it not only consolidates the knowledge and skills learned, but also cultivates the students' performance; it not only achieves the purpose of teaching knowledge, but also exercises the students' learning ability and perception, and achieves the ideal teaching effect smoothly.

IV. DEALING WITH THE RELATIONSHIP BETWEEN GAMES AND DANCE TEACHING

The game is introduced into the dance teaching of preschool education, which innovates the teaching method, enhances the interest of dance teaching, and becomes the driving force of learners' dance learning. The correct use of the game and the game penetration into dance teaching will be helpful to achieve the coordinated and unified development of knowledge, technology and ability. When designing and organizing dance games, teachers should deal with the following relationships:

One is the relationship between education and entertainment. The purpose of game penetration into dance is not simply for entertainment, but to let learners increase their knowledge and promote the coordinated development of various abilities through games. The second is the relationship between rules and entertainment. Dance games must be based on rules. The teachers should not only teach dance knowledge and skills in a standardized way, but also run games through the teaching, so that teaching can be dynamic and interesting. The third is the relationship between independent creation and guidance. The teacher encourages the students to make their own creation in

the dance class. With the teacher's guidance, the students can achieve success and self-confidence through self-exploration.

V. CONCLUSION

In a word, the particularity of preschool education requires teachers to create situations in dance classroom teaching, stimulate students' subjective initiative in learning, and develop students' ability of independent learning and spirit of cooperation. No matter what kind of game is used in teaching, it is necessary to follow the practical teaching principles of suitability, reality and effectiveness. The penetration of the game in the dance teaching of preschool education specialty arouses the students' enthusiasm and initiative in learning, makes them realize the joy of success, improves the quality and effectiveness of students' learning, and achieves the expected teaching effect. This will enable students to better grasp the teaching methods of game dance in their post, and always focus on children, and organize teaching reasonably, which is not only conducive to achieving the purpose of education, but also effectively handle the relationship between teaching and learning, so that children can feel the joy of learning.

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