

# Study on the Strategies to Improve the Effect of Kindergarten Boys' Dance Learning

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**Abstract**—At present, the number of boys in children's dance education is reducing, which makes the problem that the boys lose interest in dancing gradually exposed. Through field investigations, the author researches the current situation and problems of kindergarten boys' learning dance, analyzes the reasons and proposes solutions and approaches.

**Keywords**—preschool education; kindergarten boys; dance learning; strategies

## I. INTRODUCTION

The author visited a number of kindergarten interest-oriented classes and children dance training classes, and found that there was a clear problem in the dance class. That is there is almost no boy there. In the regular kindergarten class, the boys lack enthusiasm in the teaching involving dance teaching, so they run around at will. This has made kindergarten teachers cut down the activities related to dance to a very small extent. According to the requirements of China's preschool education, children's dance education should be strengthened, which can not only enhance the growth and development of children's internal functions, but also have a positive effect on the development of children's mind. Since children's dance has such an important significance for the physical and mental development of children, boys should not abandon the right to learn children's dance. What caused the boys' lack of interest and confidence in kindergarten dance learning? What kind of education model can enable boys to regain their interest in dancing and make them fully develop healthily and happily with individuality?

## II. UNDERSTANDING THE GENDER CHARACTERISTICS OF BOYS

Segregation of gender and differences in subcultures between boys and girls provide a social context for the development of children's gender roles. However, boys and girls have different characteristics in the development process. Many studies have confirmed the fact that male are more rigid and less flexible than female in the development process. [1] If teachers want to improve dance teaching for boys, they need to have a full understanding and observation of boys' physical and psychological characteristics as well as their action, performance and interest. The study found that male characters undergo three stages in the process of

development: avoiding femininity; male role based on body; male role based on achievement. [2] Boys are active by nature and must rely on continuous activities to consume the body's vigorous energy, so the intensity of dance teaching can be appropriately increased for boys. Torrance believes that the development of creativity must be carried out in a free and safe atmosphere. Therefore, in light of the creativity of kindergarten boys, teachers can carry out more impromptu classes. Impromptu classes as the most creative and freeway, from impromptu rhythm, impromptu space, impromptu style to impromptu action, and from impromptu music to impromptu props and impromptu environment, provides the best way to develop students' expressiveness and creativity. [3] Boys have strong curiosity, so they feel fresh towards everything, and dare to innovate. Teachers can also use this element of character to add fresh elements or creative elements in teaching to inspire boys' interest and desire to perform. Boys' movements are not as beautiful as girls, and they are clumsier in subtle movements. Teachers are expected to make less strict demands on boys so as not to weaken their confidence in learning dance. The characters of boys are more than these, which not only need teachers to learn and understand, but also require teachers to observe and summarize in daily teaching activities to find teaching methods and contents suitable for boys to learn dance.

## III. IMPROVING THE FORM AND CONTENT OF DANCE TEACHING

### A. Equally Distributing Teaching Content for Boys and Girls

When teachers prepare teaching content, they should equally distribute teaching content according to gender characteristics of male and female. In the teaching content of ethnic dance, it is necessary to include the diligence and feminine beauty of the girls and the wildness and boldness of the boys, because all ethnic groups and all kinds of dances have their own distinctive features. For example, in the Tibetan dance, the boys wrestle and roll; the boys in Mongolian dances ride horses and do archery. The boys in the Xinjiang dances show exaggerated and active expressions, which will certainly attract the interest of the boys. In basic skill training, girls can be arranged to train their body softness and opening and boys can be arranged to properly train their strength. Props can be used in training to

enhance the fun of training. The choice of teaching music should also be diversified. A good children's dancing music should have smooth melody, vivid image, neat phrases, and clear rhythm, so as to be conducive to children's mastery of dance images, and expression of emotions. [4] In the choice of teaching content, teachers can expand the choices. For example, they can choose sports dance. In the learning process of children sports dance, the cerebral cortex is easily excited and the emotion is stronger. The teacher can give a little inspiration and encouragement to make the children actively imagine and dance with music. [5] We can also add sports elements that boys like such as Taekwondo, military, science fiction and other elements to create new dances, which greatly increase the interest of dance teaching and boys' participation ability.

#### B. Diversifying the Teaching Forms

Dance teaching should combine training, performance, appreciation, creation, and even dance commentary to achieve an in-depth understanding of the nature of dance and truly make dance a medium for expressing and conveying one's inner feelings. [6] It is difficult for boys to concentrate on one thing for a long time, but their imagination is very rich and they dare to break the convention to make bold creation. Therefore, they feel bored and tired of the traditional single teaching model of teacher teaching and students imitating. Teachers can change the teaching mode and try new ways to attract boys' eyeballs. Appropriate using intuitive situational teaching can not only achieve the purpose of practice, but also make children never feel tedious. In the activity where teacher and student co-create situation, the identity of the teacher is not only a leader but also a friend of the children. In this situation, the children are more willing to communicate with the teacher and can better relax themselves. [7] The musical-like "game-based teaching" can also be used for reference. For example, in daily games, teachers can add music and props, with rhythms and rhyme, expressions and movements that children make in their play to create a vivid dancing class where students can play freely. It is believed that the participation of the boys will greatly increase. The teachers will guide them to tell the children that this is also a form of dance, so that the boys understand that dance teaching is not "straight and narrow" command teaching as they thought. Similarly, using the method of combining story and dance, the teacher guides the children to imagine and perform to the story line or characters while telling stories. They can also play boys dancing videos or lively dance action icons for boys to enjoy and let them imagine and express themselves creatively and freely. Boys' leadership awareness is also very strong. Teachers can teach them in groups, and boys can be selected as team leaders to increase their sense of responsibility and participation. All of these require teachers to give more thoughts. If the teacher consciously treats the boy as a subject of teaching, it is not difficult to find the teaching method that attracts boys.

#### C. Encouraging More to Enhance the Confidence of Boys in Learning Dance

In the collective teaching, we should give the boys more attention, adopt individual teaching appropriately and avoid

evaluating them with the eyes of adults. In addition, we can find out their advantages from multiple angles of view, and give more encouragement with less scold. Encouraging children is not only the responsibility of teachers; parents' affirmation is also indispensable. Teachers can combine dance teaching with parent-child activities so that parents and children can participate in dance learning together. In the process of the event, parents' cooperation and encouragement must be the catalyst for children to learn dancing. In addition, we should carry out more performance activities to increase the opportunities for boys to perform, which is to increase the opportunities for the outside world to affirm the boys.

#### IV. THE INTRODUCTION OF MALE DANCE TEACHERS

In addition to the lack of boys in kindergarten dance teaching, the lack of male teachers in kindergartens is the most common phenomenon. A study in the United States has found that if an early childhood education (ECE) organization cannot give male teacher a unique male position, the specific role behaviors of men in such organizations will be inconsistent with social requirements. [8] To achieve "gender equality in dance education, the introduction of male teachers must be an indispensable proposal to improve the status quo of the lack of boys to learn dancing. The environment with two sexes harmony coexistence constructed through the interaction of teachers with the temperament of two sexes and children can enable children to receive a more comprehensive gender-related impact, and enable boys and girls to fully exert their potential in this educational environment, so as to achieve the purpose of comprehensive development of education. [9] The unique prestige and activity mode of the male teacher will bring freshness to the children. Besides, males tend to use abstract logical thinking to solve problems and are more likely to generate passion. The features of autonomy, independence, and persistence are more applicable to the character of boys. If male teachers participate in the dance teaching of children, their experiences, different observation perspectives and teaching methods will surely set an example for boys and increase their confidence in learning dance.

#### V. CHANGING THE PREJUDICE OF THE OUTSIDE WORLD FOR BOYS' DANCE LEARNING

Looking through the children dance teaching materials, it can be found that there are few dance teaching materials for boys, which is undoubtedly a hint to the boys that learning dance is only a girl's "right". On the other hand, in an interview with parents, it was learned that most parents do not want their sons to learn dancing. Otherwise, their sons will lose manliness. They do not understand what benefits for boys to learn dancing, so they giving their children a wrong guide, indirectly depriving them of their right to learn dance. In order to make the boys really re-recognize the dance, it is necessary to realize the education of harmony between both sexes. At present, in order to achieve gender equality in education, UNESCO's Education for Global Monitoring Report emphasizes that "the equality in the learning process is the same treatment and attention for boys and girls; in the curriculum, teaching methods and teaching

tools are protected from stereotyping and gender discrimination; they can have the same academic orientation; they are not subject to gender discrimination when accepting advice; the same amount and quality of educational facilities can be used." This right runs through the entire process of children's education and is a key link for ensuring children's access to knowledge and abilities and achieving all-round development. [10] We hope that children dance education in China will abandon misconceptions and move toward gender equality and harmony.

## VI. CONCLUSION

In summary, based on the gender characteristics of kindergarten boys, targeted teaching reforms of boys dance teaching through the perspective of society and school, and teacher and teaching will help improve the interest and effectiveness of kindergarten boys in learning dance.

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