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Research Article

Development Strategy of Dance Education in Digital Era

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Abstract

In the context of digital era, as an indispensable part of general education in colleges and universities, the classroom teaching of dance education is faced with the status quo of low degree of digital application and lack of era pertinence in teaching objective. This paper proposes a research on the innovative development of dance teaching in digital era. Firstly, based on the analysis of status quo of dance education in colleges, this paper studies the digital application situation of dance education in colleges under the current social conditions through empirical methods, on which the cultivation target of innovative talent and the curriculum arrangement of college dance education in digital era are put forward. Finally, it summarizes the development strategy of dance education in digital age. The results show that the arrival of digital age provides more diversified teaching methods for modern dance education, and plays an important role in their application to dance classroom teaching, and explores more development paths for the innovation of dance teaching concept and mode.

Keywords

Dance Education • Digital Era • Empirical Analysis • Development Strategy

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Throughout the development course of general education in Chinese universities, dance education, as an important representative of general education in China, shoulders the important responsibility of aesthetic education for students in higher education. Good dance education development can greatly expand and cultivate the imagination and creativity of college students, and play an irreplaceable role in this training process compared with other disciplines (Hogg *et al.*, 2012). At the same time, implementing dance education, as an important means of aesthetic education system in colleges and universities, involves the function of shaping students' personality and enlightening their intellectual development (Wenn, Mulholland, Timmons, & Zanker, 2018).

With the arrival of digital age, more and more technologies have been applied to higher education including dance education. Those teaching ways illustrated with pictures and texts of innovative education mode based on digital technology can not only bring more diversified teaching methods, but also more fit the development direction and goals of current music education reform in China (Mattsson & Lundvall, 2015). Studies have shown that the decisive factor for whether the digital technology can play its role in the daily teaching process lies in whether teachers' own teaching concepts adapt to the change of digital age. Only when teachers accept and understand the diversified dance forms generated in digital era can they establish new teaching concepts and systems that fit the characteristics of the era and meet the needs of students as soon as possible (Larsson & Karlefors, 2015).

As for problems like low degree of digital application in classroom teaching and lack of era pertinence in dance teaching objectives, etc. in digital era, this paper conducts a research on the innovative development of dance teaching in the era. Firstly, based on the analysis of status quo of dance education in colleges, this paper studies the digital application situation of college dance education under the current social conditions through empirical methods, on which the cultivation target of innovative talent and the curriculum pattern of dance education in colleges under digital era are put forward. Finally, it summarizes the development strategy of dance education in digital age.

Status quo of dance education in colleges and universities

With the increasing demand of the society for artistic talents, education dance is increasingly valued by the society. However, there are also a series of problems in its continuous development, which are mainly reflected in the following aspects:

First of all, the lack of teaching facilities has become an important factor restricting the development of dance education while the enrollment scale continues to expand. Compared with other applied disciplines, dance education has its own particularity, which makes it have certain requirements for related equipment in daily teaching activities. For colleges and universities, the emphasis distribution on different disciplines resources has also greatly affected the development of dance education, especially for the non-art colleges and universities who are faced with a greater shortage of teaching resources.

Secondly, the increasing shortage of teachers leads to teachers' inability to spare time to innovate teaching methods. With the deepening of teaching reform, especially the requirement of increasing the school-running level, colleges and universities need to select qualified teachers who have both high professional competence and certain theoretical research capability, resulting in the great shortage of qualified dance teachers. The teaching level and methods of those teachers, often because there is no enough time and energy to innovate and study teaching methods, remain in a state of stagnation for a long time, making serious negative influence on the final teaching effects.

Thirdly, the uneven arrangement of curriculum can hardly arouse students' enthusiasm for learning. Presently, in addition to professional art school, more and more colleges and universities also implement dance education as an important part of general education. However, even though it can meet students' desire to learn dance to a large extent, due to lack of professional systematic curriculum design system, there are great defects in both teaching content and arrangement in dance teaching process. Especially in terms of teaching content arrangement, it is unable to meet the needs of the era, so that the final courses taught are greatly different from the actual needs of students, making it hard to stimulate students' learning interest and passion in dance courses.

Digital application situation of college dance education under current social conditions

Digital application situation of college dance education

In order to better understand the above results, this paper analyzes the digital application of college dance education based on the survey of the development status of dance education in digital age. In the research process, 10 colleges and universities, 50 college dance teachers and 150 college dance students were selected as the research objects.

(1) Results of students

Table 1
Students' Views of Digital Application of Dance Education

Research template	Findings			
	Often	Occasionally	No	Never mind
Student	12%	37.3%	32%	18.7%

As shown in Table 1, the vast majority of the surveyed students do not hold an optimistic view towards the digital application of dance education. The cause is that although the advent of digital era provides more diversified application tools for dance teaching, in actual process, the lack of recognition of digital education mode, imperfect teaching effect assessment mechanism and the shortage of digital equipment all impede the digital application in daily teaching process.

(2) Results of teachers

As shown in Table 2, among the main reasons restricting the digital application in dance education, shortage of teaching staff and facilities are also important factors affecting the degree of digital applications, which

makes that solving the present dilemma of college dance education also has the function of further promoting the popularization of digital teaching mode.

Table 2
Development of Digital Teaching Model in Daily Teaching Process

Research template	Findings		
	Yes	No	It just depends.
Teacher	12%	60%	28%

Talent cultivation target and curriculum design of college dance education in digital era

In recent years, with the in-depth development of quality-oriented education, the talent cultivation mode of more and more disciplines has also been transformed from the traditional elite education mode to the popularized mode. Under this background, colleges dance education in China is faced with new opportunities. However, for a long time, in the process of college dance education, courses related to basic dance skills take up a large proportion of college dance education, causing that with the traditional college dance teaching mode, students usually have good basic skills, but lack of accumulation and research experience of dance related theoretical knowledge and cultural system.

Therefore, in the context of digital era, in the process of cultivating innovative dance talents in colleges and universities, it is necessary to establish the overall cultivation goal of dance professionals. Specifically, in the process of implementing college dance education, not only the courses concerning basic dance skills should be constantly strengthened, but also the courses involving dance appreciation, dance education, dance psychology should be further infused and integrated. Thus, the interdisciplinary talents who have comprehensive professional knowledge, strong innovation consciousness, and at the same time meet the demands for diversified talents can be cultivated, which is also the talent cultivation objectives of college dance discipline in digital era.

Based on the above cultivation objectives and the status quo of digital application in dance education, it requires that in digital era, the curriculum design of college dance education should not only provide dance major students with more comprehensive dance knowledge, but also adjust the teaching contents and plan to meet the demands of cultivating professional dance talents. In order to achieve the above goal, it requires the curriculum add more content in the all-round quality training for the students, and based on the original basic type of dance curriculum, basic training and teaching of more diversified dance types including classical dance, ballet, folk dance, and modern dance should also be set up. The proportion of courses including dance compilation class, appreciation class and practice lesson should be expanded, so as to establish the college dance education curriculum system under the background of new era. At the same time, in the course design and teaching process, teachers need to consciously focus on new methods and new skills related to dance, and apply them to the teaching course after induction and collation. Thus, the cultural system of dance major students can be comprehensively improved, which also helps to establish a more applicable and universal innovative dance education curriculum system at the same time.

Development strategy of dance education in digital age

Combined with the above analysis, based on the in-depth analysis and understanding of the education goal of college dance in the context of the digital age, and based on the survey results, the following assumptions are proposed for the development of innovative dance education mode in the digital age:

Firstly, in the context of digital age, the teaching objective of dance education should be transformed from the traditional single goal to the diversified goal. In the process of goal setting, it is necessary to change the traditional education mode's emphasis on the basic dance skills education, and jump out of the traditional education concept to combine the needs of times, and build a new dance education goal focusing on aesthetic experience and cultural connotation. At the same time, in the process of dance teaching, it is necessary to actively integrate the cultural essence and advanced concepts of other aesthetic education courses, including opera instruments, so as to establish a more diversified and integrated innovative aesthetic education curriculum system. In addition, by establishing an interdisciplinary education teaching staff, we can fully learn from the experience and advantages of other disciplines in the teaching process, so as to create a teaching mode suitable for modern dance education in the process of continuous cooperation.

Secondly, through the in-depth analysis of students' preferences, the teaching content of dance courses that can attract students' attention can be established. At this stage of dance teaching process, different schools have different types of dance course content. According to the above research results, it can be found that considering the age and interest characteristics of college students, the dance teaching course design should establish the teaching content with a modern flavor that fits students' preferences, and on this basis to realize the goal of enriching and expanding college dance course, so as to further improve the students' interest in dance courses and their active participation.

Thirdly, it should continue to strengthen the building of ethnic cultural content. As an important representative of China's traditional culture, traditional dance types represented by folk dance often fail to be recognized and liked by students in the actual teaching process. The main reason for this result lies in the neglect of national culture under the traditional dance teaching mode. Therefore, in the teaching process, it is necessary to set up relevant courses to help students learn and appreciate ethnic dance culture, so as to enable students to understand the ethnic culture and content behind folk dance and stimulate their interest in this dance type.

Fourthly, education dance in digital age needs to enhance students' ability of creating works. Cultivating and developing students' creativity on dance works is an important goal of dance education under the new era, therefore in the process of dance education, teachers should actively guide the student through the study and understanding of good dance works, and on the basis of his cultural accumulation and comprehension of society, to improve and exercise their own culture cultivation and creativity, so as to creating good dance works and conducting other specific operation. The cultivation of students' ability to create dance works can not only further improve students' creativity and abstract thinking ability, but also further meet the demands for practical talents in today's society through continuous accumulation in the creative process, so as to continuously improve students' competitiveness.

Conclusion

In digital age, the reform of general dance education in colleges and universities should not only follow the good tradition of the past, but also find its new path in the new era. In the process of modern dance education, we need to change the inherent concept, and break away from the traditional education thinking. With the aid of modern education mode and tools, we can practice in the innovation process, and develop a more brand-new education mode in practice. Only in this way, can the college dance education spread a wider sail and sail to a more ideal shore.

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