

# *Discussion on the Course Construction of Dance Aesthetic Education in Colleges and Universities*

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**Keywords:** Curriculum construction, College education, Dance aesthetic education curriculum, Strategy discussion

**Abstract:** aesthetic education, also called aesthetic education, is to cultivate students' aesthetic taste, aesthetic sentiment and aesthetic creative ability through purposeful teaching. Aesthetic education is an important way to realize students' all-round development and carry out quality education, which plays an important role in higher education. Aesthetic education is generally carried out by art, music or dance courses. Based on this, this paper analyzes the importance and implementation status of dance aesthetic education curriculum construction in colleges and universities, and puts forward strategies conducive to curriculum construction for reference.

## **1. Introduction**

In the 1980s, Deng Xiaoping put forward the teaching idea of quality education for the first time, and the implementation of quality education system has become the general goal of China's educational development. The concept of quality education is an important thought to realize the improvement of education level and promote the social reform of the country. Today, the Chinese nation is facing a great rejuvenation, which has received extensive attention from the society. As one of the basic theories of quality education, it has also been paid more and more attention by more people. All-round development requires students to develop together in five aspects: morality, intelligence, body, beauty and labor. Because of its particularity, aesthetic education is difficult in the process of practical training, and the implementation of quality education is blocked.

## **2. The Important Role of Dance Curriculum Construction in Colleges and Universities**

As one of the requirements to realize the all-round development of students, aesthetic education can change students' emotion, values, character, thought and will in a subtle way, and help the smooth progress of moral education, intellectual education, physical education and labor education. At present, colleges and universities in our country do not realize the important role of aesthetic education. Although there are courses about aesthetic education, the construction of these courses is faced with the problems of unscientific process, imperfect construction results, loose curriculum management and insufficient attention of teachers. It is difficult to promote students' aesthetic consciousness, aesthetic creativity and aesthetic taste, and not enough for students' quality education. Dance education is an important means of aesthetic education, and the course of dance

aesthetic education in colleges and universities is one of the most effective ways to realize aesthetic education teaching for college students. Through the dance aesthetic education curriculum, teachers can transfer dance skills and knowledge to students, help students in the process of understanding and learning dance movements and knowledge, feel the beauty of dance, use the beauty of dance, create the beauty of dance, and unconsciously promote students to form their own unique aesthetic taste and aesthetic views. At the same time, the uniqueness of aesthetic classroom can better realize the communication between teachers and students, put teachers and students in an equal position, can help the formation of friendly and modern education and teaching mode, and the importance of dance aesthetic education curriculum can be seen. In order to improve the national education level and carry out the theory of quality education in an all-round way, the researchers and practitioners of education and teaching, especially the managers and teachers of colleges and universities, should pay attention to improving their own educational ideas and building scientific, efficient, intelligent and modern dance aesthetic education courses. That is, pay attention to the construction and reform process of dance aesthetic education courses in colleges and universities.

### **3. Composition of Dance Aesthetic Education Course in Colleges and Universities**

The purpose of aesthetic education is to make students have the ability to feel beauty, understand beauty and create beauty, and to improve students' aesthetic taste and aesthetic ability in teaching and practice. As an important form of aesthetic education, dance curriculum in colleges and universities has the same teaching purpose and aesthetic education goal. In order to improve the aesthetic education ability of dance curriculum in colleges and universities and help dance classroom to achieve the best educational effect, dance aesthetic education curriculum in colleges and universities generally consists of three parts: theoretical course, appreciation course and practical course. The course of dance theory in colleges and universities requires teachers to infiltrate the theoretical principles of dance foundation into students in dance aesthetic education teaching, including the types of dance art, the origin of dance art, the development course of dance art and the characteristics and formation reasons of different dance styles. Through the teaching of the basic concept of dance art, the students can form a certain artistic accomplishment, have the ability to feel beauty, and achieve the purpose of aesthetic education. The dance appreciation course in colleges and universities is devoted to cultivating students' dance appreciation ability. By using multimedia information technology or other teaching modes in class, students can intuitively feel the charm of dance works, and through the appreciation and understanding of actual works. Let students produce personalized ideological perception, forming a unique aesthetic taste. The practical course of dance in colleges and universities is the last and most important step of dance aesthetic education. In this link, students are required to join in the creation of dance works, and to create dance works with students' subjective characteristics by using the theoretical knowledge and personal perception and thinking of each dance work. The ultimate purpose of aesthetic education is to enable students to appreciate beauty and create beauty at the same time. The practical link in the dance curriculum of colleges and universities is to carry out the main position of middle school students in aesthetic education. At the same time, this link is also an intuitive embodiment of the effect of dance aesthetic education curriculum in colleges and universities. Through the quality of students' creation and interpretation of works, the [1] of students' learning effect can be quickly estimated. Therefore, the practical course is the most effective step and the most difficult step in evaluating the result of aesthetic education course in colleges and universities.

### **4. The Dilemma of Building Dance Aesthetic Education Curriculum in Colleges and Universities**

Dance aesthetic education curriculum is different from dance curriculum. Its implementation focuses on aesthetic education rather than learning dance skills. Because some teachers do not understand the development goal of dance curriculum, schools, society and individuals do not pay enough attention to dance aesthetic education teaching, teaching mode of dance aesthetic education is long, the teaching method can not meet the needs of the times, etc. It is found that the main contradiction in the construction of aesthetic education curriculum is that the goal of aesthetic education construction is not clear, the teaching process is eager to achieve immediate benefits, and the connection between aesthetic education and other four education can not be realized. In order to realize the basic task of the Party building curriculum construction in colleges and universities, improve the national aesthetic education level, how to solve the problems encountered in the dance aesthetic education curriculum, promote the dance aesthetic education curriculum science, modern development has become the primary problem to be solved urgently by the educators and all members of the society.

## **5. The Strategy of Building Aesthetic Education Course of Dance in Colleges and Universities**

### **5.1 Adhere to the Principle of Teaching Students in Accordance with Their Aptitude**

The construction requirement of dance aesthetic education course is to cultivate students' aesthetic feeling with dance education as the carrier, so the teaching emphasis of dance aesthetic education course is aesthetic education rather than dance education. Dance education is a professional knowledge and skill system education which needs time to accumulate. In the process of teachers' dance aesthetic education curriculum construction, it may be found that students' learning and mastery of dance knowledge and skills are different. This is because different students have different talents and learning bases for dance. Teachers should fully understand the differences of individual students in colleges and universities, respect the development trend of students, adopt educational methods according to their aptitude, timely understand the mastery of dance knowledge among different students, and promote the comprehensive and common development of students' aesthetic sense. Aesthetic education based on dance education has obvious subjective characteristics. Aesthetic sense is originally a perceptual concept. Different people may have understanding or aesthetic deviation to the same works of art. Everyone may have a special aesthetic preference for different dance types and styles. Teachers can not transfer their own will in the process of education. Under the control of the general direction of aesthetic education, students should be allowed to think and understand the same works of art differently.

### **5.2 Guide Teachers to Use Scientific Teaching Methods**

Aesthetic education attaches importance to students' self-feeling, and dance curriculum should enhance its appeal and practicability in order to give full play to its purpose of aesthetic education. Nowadays, the aesthetic education course of dance in colleges and universities pays more attention to the students' intuitive understanding of dance works, integrates multimedia information technology into the teaching process, and makes students feel the charm of dance art intuitively by playing high-quality dance works. Help students to join the process of art, achieve certain educational achievements. However, college education managers should still recognize the number of omissions in such a teaching mode. As the main body of aesthetic education, the first teacher, the choice of dance works, mostly based on the wishes of teachers, is difficult to match the law of students' physical and mental development. Second, the role of dance aesthetic education is not emphasized enough, it is difficult to adapt to the bridge role of aesthetic education, in the dance aesthetic education classroom, students may not be enthusiastic about the learning content

stipulated by teachers. In order to solve the above problems, university education managers should guide teachers to use more scientific and effective teaching methods, encourage teachers to play an important role in aesthetic education teaching of popular dance before teaching, and help students change their wrong ideas.

### **5.3 Encouragement of University Students to Join the Classroom**

From the characteristics of dance aesthetic education, dance in colleges and universities has the characteristics of more colorful and multi-form modern classroom. This is because in order to achieve the desired educational purpose, teachers need to fully mobilize students' senses, thoughts and consciousness, and guide students to join the classroom teaching. In order to improve students' dance art taste ability and influence students' aesthetic ability, creativity and imagination [2] imperceptibly. In the traditional dance teaching mode in colleges and universities, teachers usually use the way of encouraging students to perform dance deduction to achieve this goal. If we adopt the principle of willingness to guide students to join classroom teaching, it is difficult to arouse the enthusiasm of all students and lead to uneven aesthetic education. If students are required to perform dance deduction together, through deductive personal understanding in the teaching process, it may lead to some students difficult to complete the dance deduction requirements, and then to dance art learning resistance, but not conducive to aesthetic education. In the course construction of dance aesthetic education in colleges and universities, students' participation and difficulty should be fully considered, and students should be encouraged to join in the process of classroom teaching to ensure the feasibility and applicability of the strategy.

### **5.4 Evaluation System of Innovative Dance Curriculum**

The design of assessment and evaluation system is the last link in the course construction of dance aesthetic education in colleges and universities. The scientific and feasible assessment method is an important way to understand the students' skill mastery, the effect of aesthetic education and the teaching effect of teachers. Colleges and universities should give full play to the role of assessment and evaluation system in the process of building dance aesthetic education curriculum, adopt multiple evaluation mechanism, Improve the system of evaluating students' education and teaching and review their own problems and advantages in the process of education, and provide [3] for dance curriculum reform. At present, the construction of dance aesthetic education curriculum in colleges and universities in China is still in the exploratory stage, and the perfection of assessment and evaluation system is an important way to realize the overall development of aesthetic education curriculum construction. The actual situation research shows that today's dance aesthetic education curriculum needs to adopt a more diversified and innovative assessment system, integrate the traditional assessment model, and make a comprehensive and systematic investigation of the students' learning situation as far as possible. The examination methods of dance course include knowledge theory question and answer, learning experience writing, dance work deduction, stage scene innovation and so on. The traditional examination system is relatively single, most of them are selected by teachers as an evaluation method, and students start the course review on this basis. This kind of examination system neglects the demand of students' personality development, and the perfect examination mode can refer to the multi-element evaluation system, innovate the examination method, and let the students decide their own evaluation mechanism.

## **6. Conclusion**

With the national attention to aesthetic education, the construction of dance curriculum in colleges and universities has achieved remarkable results in the past two years. However, there is still a bottleneck in the role of dance aesthetic education, which needs the whole society to study together to find a breakthrough for the construction of dance aesthetic education curriculum.

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