

Research on the integration of traditional culture into the teaching of folk dance in colleges and universities

Biao Zhao

Liupanshui Normal University & School of Art, Liupanshui, Guizhou, 553004

Keywords: Folk dance; Traditional culture

Abstract: In the practice of school education, ethnic dance education is always the key content, and the promotion of ethnic folk dance is also important for promoting the excellent traditional culture of the Chinese nation. Therefore, in the practice of combining minority dance education and the promotion of Chinese traditional culture, colleges and universities should pay high attention to traditional culture education. How to make ethnic minority students better carry forward on the basis of maintaining traditional culture is an important issue in school education. This chapter mainly discusses how to better combine the education of folk dance with the development of traditional culture from the following four aspects.

1. Introduction

The situation of setting up ethnic dance subjects in colleges and universities is very extensive, which can not only diversify the teaching activities of Chinese colleges and universities, but also help to carry forward the traditional culture of the Chinese nation. However, there are still many major problems in the field of curriculum design in colleges and universities, which limit the further optimization of the classroom, resulting in unsatisfactory classroom teaching results. When faced with various teaching problems, teachers need to deal with them according to their previous classroom teaching experience. In the process of solving teaching, teachers also need to pay great attention to students' questions. Only by paying more attention to the communication with students can it make the folk dance courses and Chinese traditional culture more well integrated. The author of this chapter also provides some suggestions to alleviate the actual problems in the setting of dance-related teaching in colleges and universities.

2. The Significance of Inheriting Traditional Chinese Culture in Dance Education in Colleges and Universities

2.1 Carrying Out Traditional Cultural Education Can Deepen Students' Comprehensive Understanding of the Spirit of Dance

The spirit of dance education has always been a topic that is often talked about and often new, and it is also the cornerstone and driving force of the development of China's dance education industry. The school requires students to integrate the corresponding cultural content in dance

courses, and carries out cultural education, so that they can understand and master the connotation of dance works according to their own knowledge and skills, so as to improve students' understanding of the inner emotions of dance. For example, the students' mastery of Chinese folk dance cannot be simply through the dance teacher's performance in the classroom, but the students follow the teacher's mechanical imitation, which can convey the connotation of the dance itself. In teaching activities, dance teachers need to guide students to actively collect folk materials, go out of school, and experience life, so that they can really dance with their hearts and express their unique ethnic customs. my country's traditional culture and art are broad and profound, with a long history, and as a treasure of the traditional art of the Chinese nation, the Chinese national dance, of course, also carries rich Chinese cultural content and brings together various forms of customs.

2.2 Promote the cultural charm of dance art

The requirement of traditional cultural education for cultural connotation in the process of dance art is an important channel for people to build good interpersonal communication. Maybe because we are in different parts of the world, we can't communicate with each other, maybe we are far away from our own national traditional culture, maybe only through the bond of Chinese traditional culture, the distance between us will become smaller. As a comprehensive applied major, ballet may directly improve ballet skills through arduous and repeated practical training, but it is impossible to truly appreciate its humanistic charm. From a broad perspective, the cultural elements contained in dance art reflect a nation's pursuit of values, spiritual beliefs, and living customs. In short, the integration of traditional culture education in dance teaching in colleges and universities can enhance students' enthusiasm for dance learning, deepen their inner understanding of dance emotions, and then enhance students' own cultural temperament.

2.3 The prosperity and development of dance education needs to be based on traditional culture

The fine tradition is the spiritual fulcrum of the Chinese nation standing in the forest of global national culture. The fine tradition of the Chinese nation has strong vitality and is the most important spiritual resource of the Chinese nation. Therefore, in order to prosper and develop in the whole training system and to gain a place in the global dance industry, the dance training work in our country must have a distinctive national color and spiritual outlook, and these dances must rely on the excellent tradition of ethnic minorities. School music teachers should take the initiative to instill the cultural and historical knowledge about the Chinese nation to the students in their usual dance education, and guide them to seek the dance characteristics of their own nation in the traditional cultural heritage. Taking traditional Chinese cultural education as the cornerstone, inheriting and developing the excellent aspects of dance, and actively integrating it into modern dance education, so that students can master the dance poses, but also through the cultural background of the dance itself, obtain the process of traditional dance creation. On the one hand, especially the correct grasp of the emotion of the works, on the other hand, it reflects the cultural charm of traditional dancers, which is bound to adapt to the requirements of the development trend of today's fashion culture, thus promoting the prosperity and development of the entire Chinese dance teaching cause.

3. Ways to Inherit Chinese Traditional Culture in Dance Teaching in Colleges and Universities

3.1 Fully learn from traditional culture and pay attention to the cultural influence in dance teaching

Wonderful dance steps can make people happy, dancing can also promote human physical and mental growth, and explain people's yearning for a better life. The unique value of dance art is to make our life more colorful, and the wonderful dance steps can also make us understand the dance art more deeply, and improve our aesthetic awareness and aesthetic ability. In the process of dance education, dance teachers should also continuously instill Chinese traditional culture in children. To enable them to express and convey their ideological enthusiasm with the help of dance and dance. Under the influence of traditional culture, it can ignite the passion of students to learn dancing, further expand the knowledge of dancing to dance teaching, and further explore the knowledge of dancing, thus infinitely expanding the artistic content of dance. The most fundamental work of dance education is to teach students skills and instill the basic skills of dance. But teachers should also fully realize that improving the humanistic quality of dance students is an important key to Chinese dance education. It is an important task of Chinese dance education to continuously export the talent training experience of the world's outstanding dance disciplines to my country. And it is inseparable from carrying forward the spirit of dance culture education and inheriting the traditional national culture. In order to make Chinese dance culture education stand in the dance forest of the world, it is even more necessary to actively use and absorb Chinese cultural heritage in Chinese dance education.

3.2 Change the teaching concept and realize the combination of traditional cultural elements and dance teaching

The curriculum concept is an important prerequisite for the development of dance education. In order to truly achieve the effective penetration of dance into traditional cultural education in the implementation of dance courses in colleges and universities, no matter in the professional setting of colleges or teachers or in the process of teaching and training arrangements, they must be well grasped the objectivity of dance art in order to achieve the organic integration of traditional cultural education elements and modern dance courses. In the process of changing the concept of dance education, teachers must be based on basic dance training in order to cultivate students' dance skills. The so-called "practice makes perfect", students can only be in the process of dancing infiltrate and express artistic emotions if they are thoroughly familiar with the standard dance movements, so as to show students' artistic style and humanistic emotions. Secondly, dance teachers also need to start from the perspective of culture and artistry, and explore the humanistic elements that are beneficial to dance education in the traditional ethnic culture, so that students can deeply feel the humanistic content of dance dramas. Therefore, in ethnic dance courses, dance teachers can also The style characteristics of various ethnic dance dramas, explore the artistic elements with humanistic emotion and cultural content in local folk culture, and use them to mobilize the enthusiasm of students to compose and create ethnic dance dramas. Finally, dance teachers also need to combine modern teaching techniques to provide students with a variety of dance teaching resources, so that students not only master the technical guidance methods, but also the cultural background formed by various dance styles, so that they can express themselves in the dance performance. In the process, the use of images and vivid body movements for artistic display is very important to enhance the expressive force of dance art works and cultivate the comprehensive ability of dance students.

4. Conclusion

Infiltrating traditional Chinese culture into dance in dance courses in colleges and universities can better understand the emotional teaching in traditional dance and achieve better educational effects. In the dance teaching course, the teacher can express the important elements of traditional Chinese culture in an image and vivid way, and the teacher can use the dance video to provide a certain dance teaching environment for the student alliance, which arouses their enthusiasm for teaching. In dance courses, teachers must also infiltrate the traditional humanistic elements, so as to bring the corresponding traditional cultural atmosphere to the students, which can also achieve the effect of influencing the audience. By enabling students to master the corresponding elements of traditional Chinese culture, not only can their dance creativity be further developed, but also can be choreographed into various style dances. Teachers are also able to improve their dance ability and traditional culture quality. It enables students to better experience the rich emotions in dance and show the charm of students, thereby enhancing students' interest in dance learning. In university dance courses, it is necessary to further explore the penetration strategy of traditional culture in order to achieve a better learning effect.

References

- [1] Zhong Ya. *Research on the path of integrating Chinese excellent traditional culture into higher vocational dance teaching* [J]. *Art Grand View*, No.15, pp.77-78. 2020.
- [2] Zou Rong. *An analysis of the path of integrating traditional culture education into dance teaching in colleges and universities* [J]. *Tangshan Literature*, No.4, pp.41. 2019.
- [3] Guo Lu, Li Yubo. *An analysis of the path of integrating traditional culture education into dance teaching in colleges and universities* [J]. *North Music*, Vol.38, No.7, pp.165. 2018.
- [4] Wang Changlin. *Exploration on the path of integrating traditional culture education into dance teaching in colleges and universities* [J]. *Northern Literature*, No.6, pp.212. 2018.