

Problems and Solutions Existing in the Teaching Reform of Basic Ballet Training in College Dance Course

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Abstract: Ballet belongs to the western art, was introduced into China in the 20th century, gradually developed and improved, various professional colleges and comprehensive colleges and universities have opened ballet basic training courses. Due to the different educational levels and concepts of colleges and universities, the basic ballet training materials used are quite different, but mainly in the basic training mode and structure of foreign ballet. Through the analysis of the current teaching reform of the basic training of ballet dance courses in colleges and universities, there are many problems, such as lack of rationality of curriculum, lack of diversified teaching methods, lack of hardware equipment, which affect the improvement of teaching level. In this regard, combined with the current situation of the teaching reform of ballet basic training, the necessity and principle of the teaching reform are deeply analyzed, and the problems arising during the teaching reform, reasonable solution measures are formulated to ensure the smooth progress of the teaching reform of ballet basic training.

The basic training of ballet in dance courses in colleges and universities is an important link to cultivate the comprehensive quality and level of dance students. However, in the current teaching reform practice, many problems have been exposed, which leads to the failure of the teaching reform to reach the expectation. To this, colleges and universities should improve the ideological understanding, clear the necessity of ballet basic training teaching reform, and from the teachers' team, curriculum, teaching methods, formulate feasible teaching reform measures, ensure the dance professional students' comprehensive quality in improving at the same time, can also cultivate more innovative spirit and practice ability of dance talents.

1. Significance and principle of teaching reform of basic ballet training in college dance course

1.1 Significance of teaching reform of basic ballet training in college dance course

In the college dance course, the teaching reform of ballet basic training has an important role and

significance. Ballet basic training is the foundation of dance learning, which is of great value to cultivating students' dance skills, physical quality and artistic accomplishment. Through teaching reform, students' learning needs and training objectives can be met, which is conducive to the improvement of teaching quality and effect. In addition, strengthening the teaching reform can also improve the students' innovative ability and artistic expression ability. The traditional ballet basic training pays more attention to the skill training and ignores the students' personality and creativity. Through the teaching reform, more elements of modern dance and contemporary dance can be introduced to enhance students' innovative thinking, so that students can show their personal style on the stage. Ballet dance has high requirements for the flexibility, strength and endurance of the body. Through the teaching reform, teachers can scientifically design the training contents and methods to promote students' physical development and healthy growth. In addition, with the advancement of globalization, dance education should be in line with international standards, integrate different cultural and artistic styles, strengthen teaching reform, integrate more international dance teaching contents and methods into basic ballet training, enhance students' cross-cultural communication ability, and broaden students' horizons.

1.2 Principles of teaching reform of basic ballet training in college dance course

In order to ensure the orderly progress of the teaching reform of the basic ballet training, the reform plan should be formulated on the basis of clarifying the necessity of the reform and strictly following the principles of teaching students in accordance with their aptitude and enlightening.

1.2.1 Teach students according to their aptitude

During the teaching reform of basic ballet training, teachers should strictly follow the principle of teaching students in accordance with their aptitude, and make targeted training plans based on students' personality, training needs, comprehensive ability and dance level. During the training of students, we pay attention to the comprehensive development of students and show students' personality and ability. Teachers use a variety of reasonable ways to strengthen the guidance and education of students, so that students develop in the direction of individuation. At the same time, teachers should fully consider the individual differences of students, formulate personalized training programs according to the physical conditions and ability characteristics of different students, and give targeted guidance to help students overcome difficulties and improve their skills.

1.2.2 Enlightening

In the process of the teaching reform of the basic ballet training, teachers should pay attention to the guidance and inspiration of students, use diversified teaching methods, encourage students to think and explore actively, and help students improve their ability to analyze and solve problems. In ballet basic training, teachers should follow the principle of inspiration, so that students can quickly grasp the principle, meaning and purpose of movement training, students can flexibly use the knowledge, and effectively combine with each movement, so as to achieve the purpose of improving the comprehensive ability, so that students can truly put what they have learned into practice.

1.2.3 Emphasize the artistic expression force

In addition to paying attention to skill training, teachers should cultivate students' artistic expression in basic ballet training. Through dance interpretation, emotional expression and other training, students' performance ability and artistic perception ability are cultivated, so that students

can accurately convey the connotation and emotion of dance works.

2. Teaching reform status of basic ballet training in college dance courses

Through a survey of 300 students majoring in dance in a university, the survey contents include the study of ballet basic training courses, students' learning status before enrollment, and the evaluation of the theoretical content and skills of ballet basic training courses by teachers and experts. The specific analysis is as follows:

2.1 Basic training and learning situation of ballet

According to the study situation of students' basic ballet training courses, as shown in Table 1.

Table 1: Study status of basic ballet training courses

Degree of interest in learning	percentage (%)	Learning difficulty	percentage (%)
be interested in	63	Not difficult	14.3
More interested in	24	More difficult	19
same as	9.3	same as	53
lose interest in	3.7	difficulty	11
Very uninterested	-	very difficult	2.7

As can be seen from Table 1, most students have a high interest in basic ballet training courses, accounting for 63% of the total only 3.7%. The students are not interested in the training. This data shows that the opening of the ballet basic training is deeply loved by the majority of students, and the students can give full play to their subjective initiative and participate in teaching activities independently, which is conducive to the reform of teaching. Meanwhile, during the study period, 14.3% of the students thought that not difficult. Most students can reluctantly accept it, but it is more difficult to learn. This is greatly related to the basic situation and foundation of students before admission.

2.2 Basic information of students

Table 2 shows the study of students before enrollment.

Table 2: Students' study status before admission

Before admission	Have learned ballet	Have learned folk dance or classical dance	In rhythmic gymnastics, aerobics or sports dance	Have learned music
percentage (%)	14.46	30.88	25.18	29.48

As shown by the analysis in Table Table 2, there is 30.88% Twenty percent of students had studied ethnic or classical dance before admission, and 29.48 percent had studied music and music before admission. The number of students in rhythmic gymnastics, calisthenics or sports dance was 25.18 percent. While only 14.46 percent of the students had studied ballet. This data shows that students have received art training before entering the school, but the foundation is not solid.

2.3 Evaluation of the theoretical knowledge and skills of basic ballet training by experts and teachers

Guided by the students' demand for the content of the basic ballet training, from the perspective of experts and teachers, 20 experts and teachers from a university were investigated to discuss their evaluation of the theoretical knowledge and skills of the basic ballet training course. In the evaluation process, LIKET five-level evaluation method was used to analyze the opinions of the respondents, and five grades were important, general, more important, not important and not important. The scores were 5,4,3,2 and 1 points respectively, as shown in Table 3 is the theoretical knowledge evaluation score table.

Table 3: Theoretical knowledge evaluation score table

Theoretical content	value	sort
The purpose of the basic ballet training	4.17	1
Features and tasks of basic ballet training	4.08	2
The mode of basic ballet training	3.96	3
The content and principles of basic ballet training	3.85	4
Ballet Basic Training Terms	3.50	5
The origin and development of ballet	3.00	6
Ballet basic training music common sense	3.20	7
The school of ballet techniques and teaching methods	3.00	8

As can be seen from Table 3, experts and teachers rank the evaluation of theoretical knowledge content first. The purpose of the basic ballet training. For 4.17 points, the most late is the faction of ballet techniques and teaching methods, is 3.00 points. Combined with the data, it can be seen that the purpose and characteristics of basic ballet training are the content that experts and teachers pay great attention to. The theoretical knowledge with low evaluation by experts and teachers includes ballet basic training terms and the origin and development of ballet. According to the data, it can be seen that experts and teachers are right Ballet basic training. Theoretical content attention is low.

As detailed in Table 4 is the evaluation score of skill content.

Table 4: Score content evaluation score value

	Skills content	value	sort
mechanic	Ground action	4.14	4
	The pole action	4.46	2
	The middle of the action	4.38	3
ability training	Dance performance ability	4.12	5
	physical quality	4.00	6
	Special technical capabilities	4.54	1

As can be seen from the analysis of Table 4, it can be seen that the highest evaluation score of skill content is 4.54, while the evaluation score of physical quality is the lowest, and the score is 4.00. Visible, teachers and experts to Ballet basic training. The degree of high, especially in the special technical ability, pay attention to the normative training of basic technology. However, the training of basic knowledge, basic position exercises and other contents is repetitive, and it even will make students feel boring.

3. Problems existing in the teaching reform of basic ballet training in college dance courses

3.1 Lack of rationality of curriculum setting

At the present stage, most colleges and universities in China have realized the importance of basic ballet training and set up corresponding courses. However, in combination with the effect of teaching reform, there are many problems. In terms of basic ballet training courses, there are many irrationality, such as less class time and low credits. Some colleges and universities although opened a ballet basic training courses, but did not improve the ideological understanding, ignored the importance and role of this course, in the class and credits is not rigorous problem, the students cannot actively participate in the ballet basic training, attention of the course is not high, learning attitude is not correct, did not form good learning habits^[1]. Basic ballet training contains more content. If the class hour arrangement is less, the training process will be incomplete, the content is not detailed, and it is difficult for students to learn, which will weaken the students' learning initiative, and even affect the final training effect.

3.2 Lack of diversity of teaching methods

In the process of ballet basic training teaching reform, there is less practical teaching and less diversification of applied methods. In the teaching of basic ballet training, the attention is paid to the theoretical knowledge is high, and the practical teaching content is less, which leads to the students' inability to flexibly apply the knowledge to the concrete practice, and the lack of deep understanding of the essence of basic ballet training^[2]. During the training period, although the learning of theoretical knowledge is crucial, the course is a practical subject that requires the effective integration of theory and practice. However, combined with the current teaching results, some colleges and universities attach too much importance to theoretical teaching when carrying out basic ballet training and teaching activities, which leads to the deviation of the essence of training. Some colleges and universities have a single nature in the application of teaching methods, without combining the teaching content to adopt different ways, resulting in students' low interest in learning. For some students, most of them are beginners in dance learning. If a single teaching method is used for a long time, students' learning initiative will decrease, which is not conducive to the improvement of teaching quality and effect.

3.3 Imperfect teaching hardware and equipment

At present, in the process of ballet basic training and teaching reform in some colleges and universities, the hardware equipment is relatively scarce, and the site, equipment and setting are lack of sound^[3]. During the basic ballet training teaching activities, teachers to students physical exercise, not realize the main purpose and requirements of training, and because of the lack of hardware, students need to focus on the gym, no special training classroom, or not set up special pole and mirror, lead to poor teaching effect, it is difficult to meet the expected requirements.

3.4 Lack of teachers

The development of teaching work needs a strong support from teachers. As the implementer and executor of teaching reform, their level and quality are related to the overall ability of students. In the current process of the teaching reform of the basic ballet training, there is the problem of weak teachers, which leads to the poor effect of the teaching reform and the training work cannot be carried out in depth. For students majoring in dance, basic ballet training is a basic course, which

requires a lot of time and energy to practice during the study period. However, if the teachers are insufficient, it is difficult to meet the students' training needs. Or some teachers have several jobs, the work intensity is large, resulting in the explanation of the teaching content cannot be done with ease, often appear perfunctory situation, affecting the improvement of teaching quality.

4. Teaching reform measures for basic training of ballet in college dance courses

4.1 Establish a sound curriculum system

In order to promote the improvement of the teaching reform level and effect of the basic training of ballet in dance courses in colleges and universities, more attention should be paid to the curriculum setting to build a perfect curriculum system, as shown in Figure 1. The school management should recognize the value and significance of basic ballet training, give more class hours to the training courses, ensure the integrity of the teaching content of basic ballet training, and improve the training quality^[4]. At the same time, the credits of the training courses should be increased to deepen students' understanding, so that students can understand the importance of training. They can participate in the training independently and spend a lot of time and energy to practice. In terms of teaching methods, a variety of teaching methods are adopted to choose reasonable and scientific teaching materials, and constantly enrich and optimize the teaching content, so that students can have a strong interest in dance training.

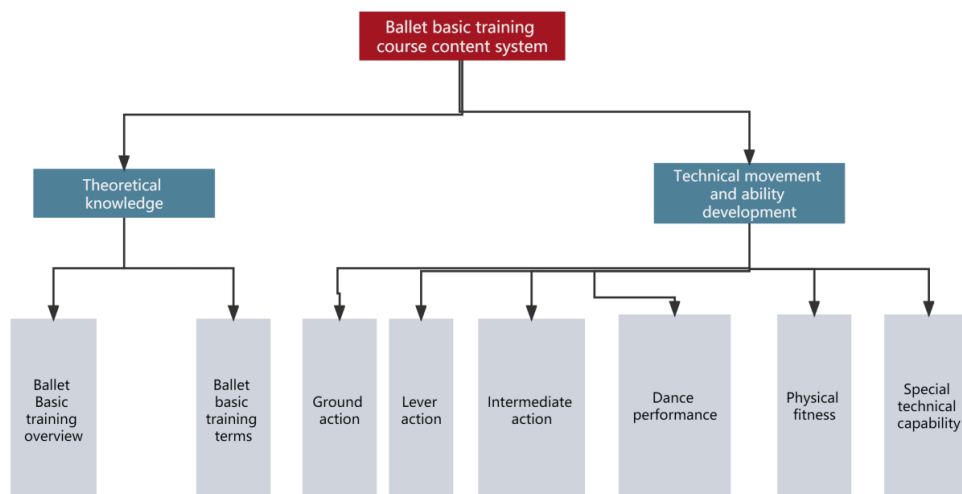


Figure 1: Basic ballet training course system

4.2 Flexible application of teaching methods

During the period of teaching reform of basic ballet training of dance course in colleges and universities, we should attach great importance to the problem of single teaching method, and adopt diversified methods combined with the training requirements.

4.2.1 Multimedia feedback method

In order to promote the improvement of the teaching reform level of ballet basic training, teachers can strengthen the use of multimedia feedback method to help students improve their comprehensive ability. With the help of this method, teachers can use electronic devices to record and combine movements for students to watch independently, so as to improve students' ability to

find problems. At the same time, teacher should explain the requirements of each movement in detail to improve students' cognition step by step^[5]. During the teaching period, teachers can use the form of QR code to let students scan the ballet related action video and the teaching method of the action, or identify and analyze the ballet action in the video, so as to improve the teaching effect. In the process of editing and creating guidance, the students are guided scientifically, and the vocabulary of ballet movements is constantly enriched.

4.2.2 Teaching method

This method refers to the use of language to impart knowledge. In ballet teaching, it includes the explanation of movement skills and theoretical knowledge. Teachers need to correctly guide students' thoughts and emotions on the basis of mastering the teaching content. For example, during the teaching period of ballet terms, teachers can strengthen and guide students to use the terms flexibly and deepen students' understanding and understanding. At the same time, teachers should accurately grasp the speed and volume of the language, so that students can clearly understand the content of the explanation. In the process of action explanation, it should be logical, show the focus in front of the students, and at the same time, ensure that the language is simplified, and avoid the use of oral language to teach knowledge^[6]. During the teaching period, it should be summarized and refined so that students can quickly understand the knowledge. For example, for the basic ballet training of sports dance, the key contents should be accurately refined, as shown in Figure 2, to improve the effectiveness of teaching. In addition, teachers should pay attention to the vividness and visualization of language, so that students can understand and internalize knowledge at the fastest speed. In order to stimulate students' enthusiasm for learning, teachers should take the initiative to close the distance with students and use kind language to explain knowledge points.

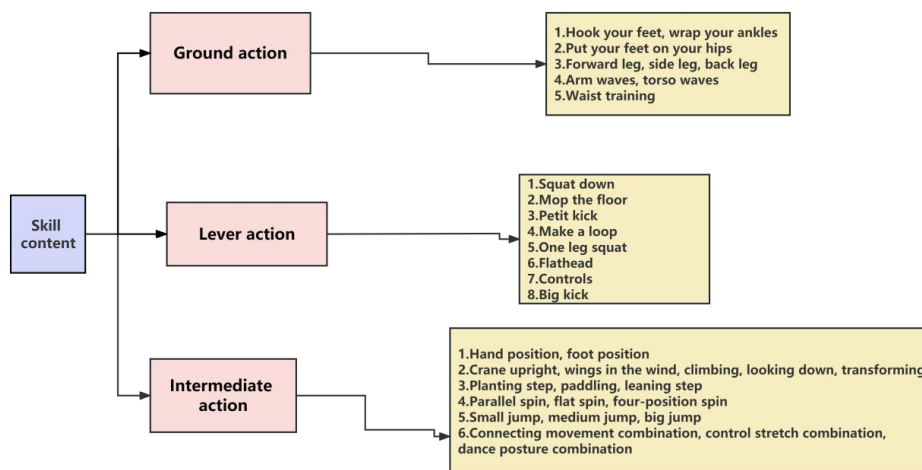


Figure 2: Basic ballet training skills content

4.2.3 Demonstration method

During the teaching reform of the basic ballet training, teachers should ensure the flexibility of the application of teaching methods, and adopt different teaching methods combined with the teaching content, so that students can have a strong interest in the teaching content. In the teaching process, the application of demonstration method is more common, which can allow students to acquire knowledge through observation. In the demonstration, teachers can use the physical intuitive demonstration or demonstration models, pictures, videos, etc. Students learn by imitating the teacher's movements, and master the knowledge quickly. However, this method is not limited to

the teacher's demonstration, but can be used by pictures and videos to demonstrate teaching. If the teacher cannot demonstrate the relevant movements, he can use multimedia means to deepen the students' understanding and understanding of the movements. Through the relevant pictures and videos of ballet, we can enhance students' aesthetic understanding and mobilize students' learning initiative.

4.2.4 Contextual teaching method

Around the teaching content, teachers can use the effective integration of situational teaching and task drive to promote the improvement of students' dance level. In the process of teaching, teachers create teaching situations for students in combination with tasks to exercise students' hands-on ability. For example, through the way of simulation class to let students to participate in the activities, during the activities, the teacher should observe the situation of students at any time, timely guidance to students, correct the students' wrong actions. At the same time, teachers should guide students to think positively and point out the advantages and disadvantages of teaching and learning in the way of self-evaluation or mutual evaluation. Through situational teaching, students can be fully exercised in the activities, improve their ability to find and solve problems, and deepen their understanding of knowledge.

4.2.5 Practice method

The study of ballet needs repeated practice to constantly stimulate muscles and achieve the purpose of improving comprehensive ability. Therefore, in order to improve the effectiveness of teaching reform, teachers should use the practice method reasonably to improve the ability and level of students' ballet performance. In the actual practice, let the students make clear the method, requirements and purpose of the practice, and guide the students to carry out the targeted practice on the basis of ensuring a clear theoretical level. At the same time, teachers should give correct guidance to students, timely feedback of students' completion, and promote the improvement of students' learning effect. In view of the difficulty of practice, it is necessary to adjust the training program appropriately according to the specific situation of students, ensure the flexibility of the training content and method, and improve according to the requirements and conditions of students to avoid the situation of repeated practice.

4.3 Increase hardware investment

In view of the lack of hardware facilities during the teaching reform of ballet basic training, colleges and universities should increase the investment, strengthen the introduction of hardware, ensure that the teaching physical environment can be improved, so that students can quickly enter the learning state, and promote the improvement of students' training efficiency and level. Colleges and universities can set up special ballet classrooms, improve various facilities of the classrooms, and provide sufficient hardware support for basic ballet training and teaching. In terms of students, strict requirements and management. They should wear special clothes for basic ballet training in class, correct students' learning and training attitude, create a good teaching atmosphere, and ensure that the teaching reform is promoted smoothly and the teaching quality can be continuously improved.

4.4 Strengthen the construction of the teaching team

In order to deepen the teaching reform of basic ballet training, colleges and universities should strengthen the construction of teaching team and increase the training of teachers. When training

teachers, we can consider recruiting teachers from different disciplines, such as experts in dance, music and other fields, so as to provide more comprehensive teaching resources for basic ballet training and teaching, and help students quickly understand and master the skills and expressions of ballet. Within the school, regular training and academic exchange activities can be adopted to help teachers constantly improve their professional level and understand the latest teaching concepts and methods. Or the school can invite outstanding ballet teachers at home and abroad to give guidance, organize teachers to participate in professional training courses and seminars, and enrich the knowledge reserve of teachers. At the same time, schools should also create a good teaching environment to encourage interaction and communication between teachers and students. Teachers can have regular face-to-face discussions and feedback with students, understand their learning needs and difficulties, and adjust their teaching strategies in time.

5. Conclusion

In general, the basic training of ballet in colleges and universities is a complex and important task, which needs to be paid to clarify the current situation of teaching reform, reasonably analyze various problems during the teaching reform, and strengthen the optimization and improvement of teaching reform measures in combination with the teaching requirements and objectives. In the specific reform process, teachers should strengthen the introduction of modern teaching methods and technologies, pay attention to the combination of theory and practice, strengthen the training of teachers, according to the needs of students and ability needs, adopt a variety of teaching methods to ensure the smooth progress of teaching reform, so that students' dance quality and level can be improved.

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