

# *Reflect on the Training Mode of Comprehensive Popular Dance Professionals from the Employment Trend*

Li Cui<sup>1,2,\*</sup>

<sup>1</sup>Tianjin University of Sport, Tianjin, China

<sup>2</sup>Philippine Christian University, Manila, Philippine

\*Corresponding author: [cuiliningmeng@sina.com](mailto:cuiliningmeng@sina.com)

**Keywords:** Comprehensiveness; Popular dance; Employment trends; Personnel training

**Abstract:** Popular dance major in comprehensive colleges and universities is a kind of practical and applied major. In order to improve the employment status of graduates of this major, colleges and universities need to reflect on and optimize the talent training mode according to the social demand for employment, so as to enhance the employment competitiveness of popular dance students. This paper analyzes the employment trend of graduates in comprehensive colleges and universities with dance majors, analyzes the problems of the training mode of popular dance majors in comprehensive colleges and universities, and discusses how to optimize the training mode of talents.

## 1. Introduction

Student employment is an important index to measure the level of university running and educating, and it is also a major event related to social stability and family harmony. To improve the employment rate and the quality of employment is an important goal of comprehensive colleges and universities to optimize the mode of personnel training and improve the level of education. In order to understand the graduation employment situation of dance majors in comprehensive colleges and universities, a comprehensive college with dance majors was selected for data acquisition processing and analysis, which was used to assist this paper to reflect on the training mode of dance professionals. As the number of comprehensive colleges and universities offering popular dance majors is relatively small, and the general opening time is relatively short, and the content of dance or performance majors in the employment quality reports of colleges and universities that can be obtained through the college enrollment and employment information network is different in definition, this analysis of employment trend is carried out under the general employment trend of dance majors in comprehensive colleges and universities.

## 2. Summary and analysis of employment of students majoring in popular dance in comprehensive colleges and universities

### 2.1 Acquisition and analysis of employment trends of dance majors in comprehensive colleges and universities

In this paper, Yanbian University and Minzu University of China are selected as the data acquisition objects. The students are from Yanbian University's Art School, majoring in dance performance. Yanbian University's dance performance major has two training directions for teachers and non-teachers, among which the non-teacher professional courses include ballet, Korean folk dance, modern dance creation and other courses, and the training of dance professionals is not limited to the Korean folk dance direction. Minzu University of China Dance students from the dance performance major, professional courses include ballet, modern dance and other courses. In terms of the training of dance talents, Yanbian University's reputation is lower than that of Minzu University of China, but in fact the employment rate of students is not bad.

The employment quality reports of graduates from Yanbian University and Minzu University of China are relatively comprehensive and detailed. The employment data of specific majors are as follows Table 1 and Table 2, Figure 1 and Figure 2:

Table 1: Employment rate of graduates of Yanbian University in 2020-2022

Yanbian University dance performance major	Number of graduates	Employment number	Employment rate
2022	30	29	96.67%
2021	31	30	96.77%
2020	31	31	100%

Table 2: Employment rate of dance Performance major of Minzu University of China in 2020-2022

Dance performance major, Minzu University of China	Number of graduates	Employment number	Employment rate
2022	51	42	82.35%
2021	44	43	97.73%
2020	49	48	97.96%

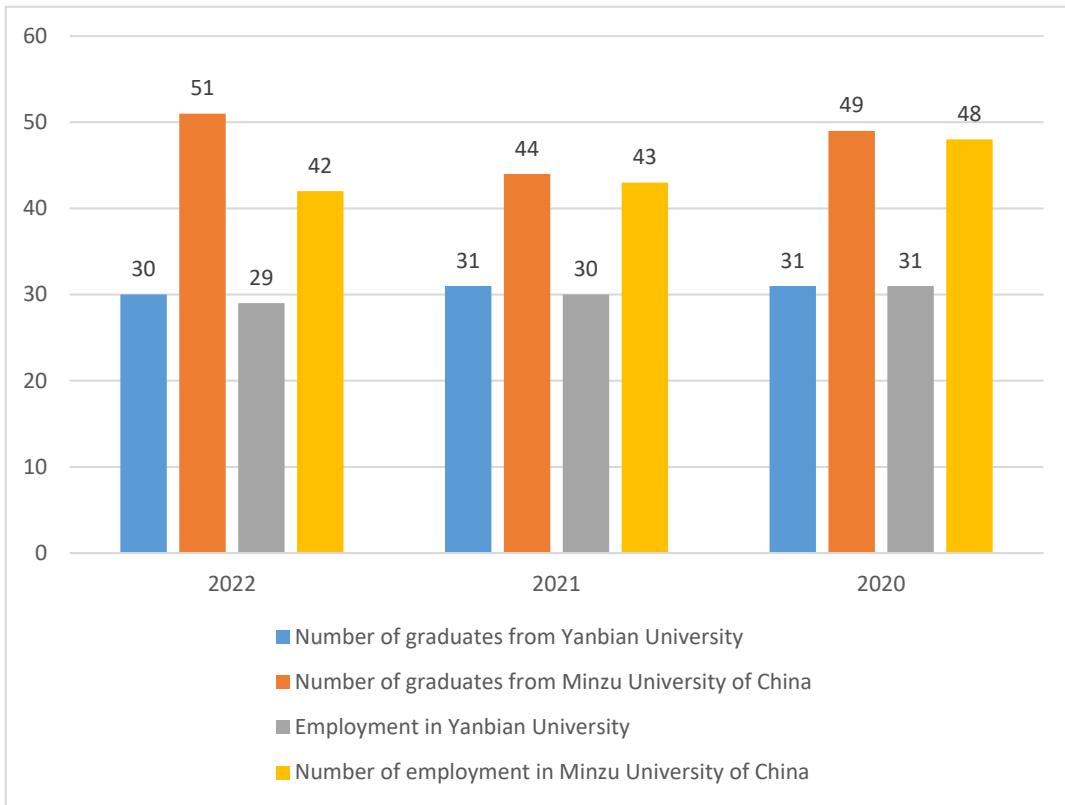


Figure 1: Comparison of the number of graduates employed in Yanbian University and Minzu University of China from 2020 to 2022

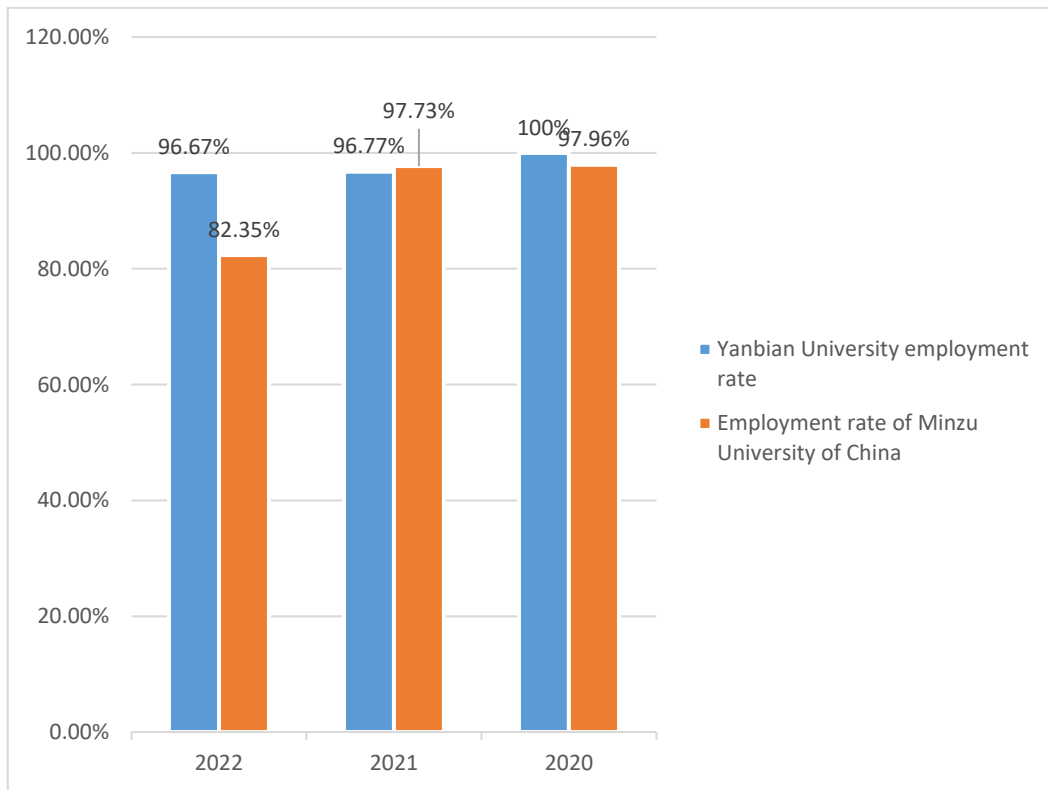


Figure 2: Comparison of employment rates between Yanbian University and Minzu University of China from 2020 to 2022

By comparing the two comprehensive universities, it can be found that the number of students graduating from the dance major of the two universities is relatively small every year, basically hovering in the range of 30-40; For three consecutive years, the employment rate of colleges and universities after graduation basically remained above 80%, and the lowest employment rate in three years appeared in 2022 of Minzu University of China. The above information shows that the number of dance majors graduating from these two non-professional dance colleges is small but the overall employment rate is high. Regardless of the final destination is to sign an agreement, contract, go abroad or further study, most of them have a relatively temporary and clear destination. Minzu University of China, as one of the three major universities for the training of dance talents in China, is also known as the cradle of dancers. The resistance to employment of dance graduates in Minzu University should be relatively small, but the employment rate is lower in 2022, indicating that the employment environment in the external market is worse than in previous years. Yanbian University, as a more famous institution in North Korean dance, has a higher employment rate for three consecutive years, which seems to indicate that the market has a higher acceptance of graduates from institutions that are not so famous. Careful analysis shows that Yanbian University's employment rate in 2022 is the lowest in three years, and the overall three-year employment rate trend is consistent with that of Minzu University of China. It shows that there is no difference in the influence trend of external employment market environment factors on the employment situation of comprehensive colleges and universities, but the final reaction degree is different.

## **2.2 Acquisition and analysis of employment trends of students majoring in popular dance**

Due to the small number of colleges and universities that explicitly set up the popular dance major, the specific annual graduate employment data can not be obtained from the recruitment and employment websites of some colleges and universities, which cannot be analyzed. I chose Shanghai Institute of Visual Arts because, in a comprehensive comparison, it has clear features such as offering pop dance majors, obtaining the employment quality documents of graduates for three consecutive years, and professional employment information in the documents.

In this paper, Shanghai Institute of Visual Arts, which offers the major of popular dance, is selected as the data acquisition object. According to the official data of Shanghai Institute of Visual Arts, only the employment data of pop dance students graduating in 2022 can be obtained at present, with 40 graduates and 34 employed, with an employment rate of 85%. From the official data of Shanghai Institute of Visual Arts, it can be seen that there is no specific college or major of pop music and dance in the graduate employment quality report for 2021 and earlier that can be obtained. The majors related to dance are speculated to be musical performance, film and television performance and drama performance, which belong to the School of Performing Arts, and belong to the stage performance majors with strong professional and social practice. The professional courses within the professional courses include popular dance and modern dance. It can be seen that the School of Pop Music and Dance of Shanghai Institute of Visual Arts was formerly a branch of the School of Performing Arts, so the employment data of graduates of the school before 2022 is chosen as a reference for the analysis of the employment trend of pop dance professionals. Specific professional employment data are as follows: Table 3, Figure 3 and Figure 4:

Table 3: Graduation employment rate of popular dance talents of Shanghai Institute of Visual Arts in 2020-2022

The Shanghai Institute of Visual Arts	The number of graduates	quantity of employment	Sign the agreement	Contract employment	other	employment rate
2022(School of Popular Dance Performance)	40	34	-	-	-	85%
2021(The School of the Performing Arts)	14	13	8	4	1	92.86%
2020(The School of the Performing Arts)	50	47	14	29	3	94%

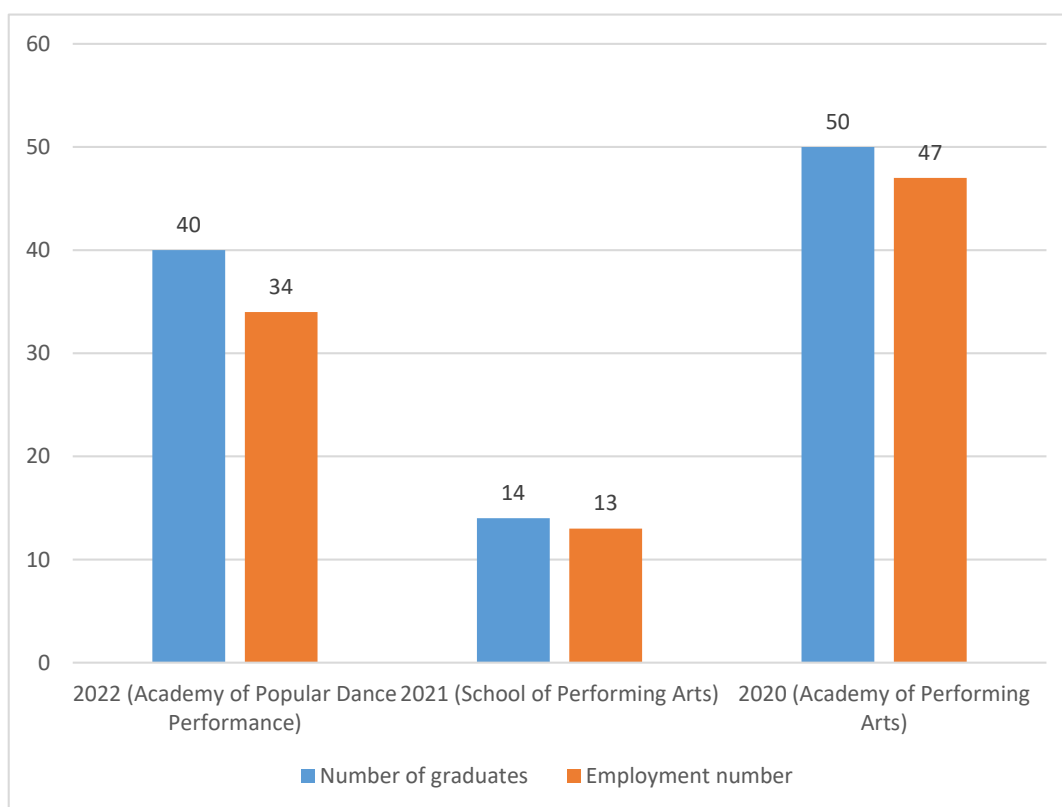


Figure 3: The number of graduates of pop dance majors in Shanghai University of Vision from 2020 to 2022

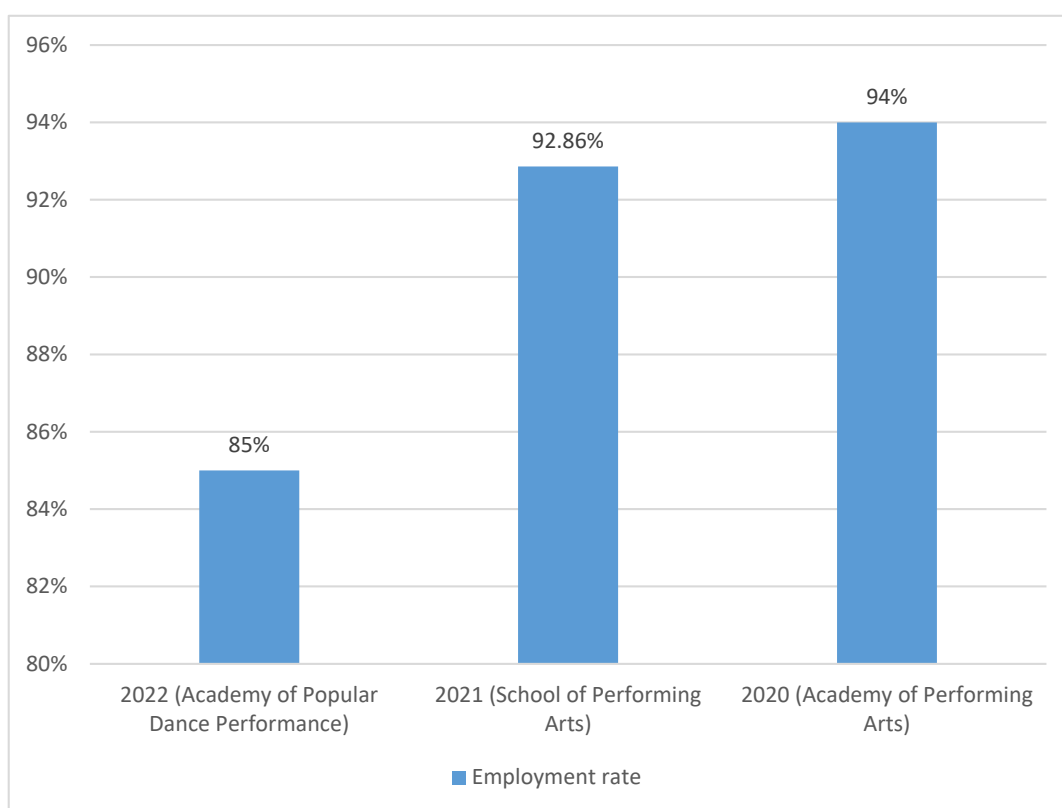


Figure 4: Employment rate of popular dance majors in Shanghai Institute of Visual Arts from 2020 to 2022

A comprehensive comparison of the employment rate of the School of Performing Arts of Shanghai Institute of Visual Arts in 2020 and 2021 and the employment rate of the School of Popular Dance Performance in 2022 shows that the gap is relatively large. This obvious gap makes people speculate that the employment rate of more than 90% in 2020 and 2021 will also drag the employment of dance performance students. However, a careful analysis of the difference between the number of graduates and the number of employed people in the three years can be found that the number of unemployed people in the pop dance performance Academy in 2022 exceeds the sum of the previous two years, which indicates that the low employment rate in 2022 is the result of external factors.

Combining the diving employment rate of Yanbian University and Minzu University of China in 2022, and the trend of declining employment rate in three years, it can be found that the 85% employment rate of popular dance graduates of Shanghai Institute of Visual Arts in 2022 seems to be a normal phenomenon. The employment trend of graduates majoring in dance and popular dance is all the way down, indicating that the external employment market environment of graduates majoring in dance is changing. Analyzing the difference between the market and graduates' employment needs is the key to reflect on and optimize the talent training model.

### 3. Comparative analysis of employment intention and actual trend of dance graduates in comprehensive universities

We conducted employment intention survey and actual employment trend survey for 2,451 students who are about to graduate. The employment intention survey is conducted by scanning the QR code and filling in the online questionnaire. Students can select multiple intentions according to their actual ideas, and the obtained results are shown in Figure 5.

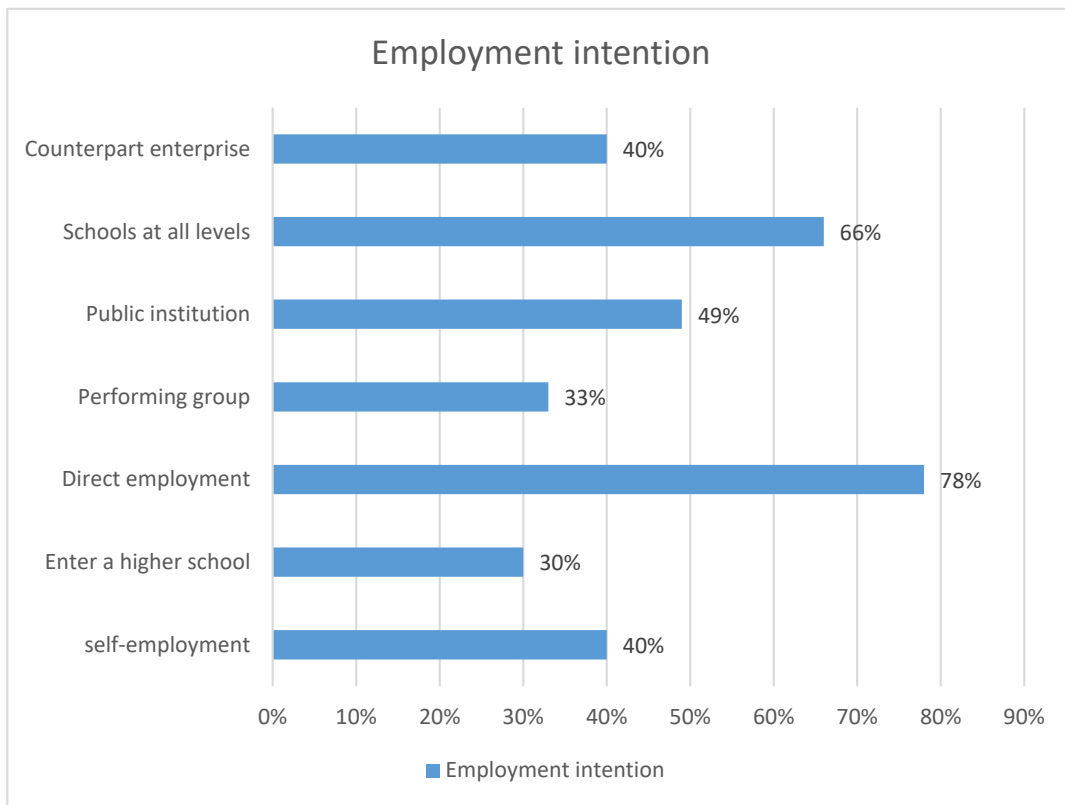


Figure 5: Survey results of the employment intention of the graduates of our school

After the completion of the graduate employment statistics, the employment rate of the graduates participating in the employment intention survey is only 86%, and the actual employment direction is shown in the Figure 6.

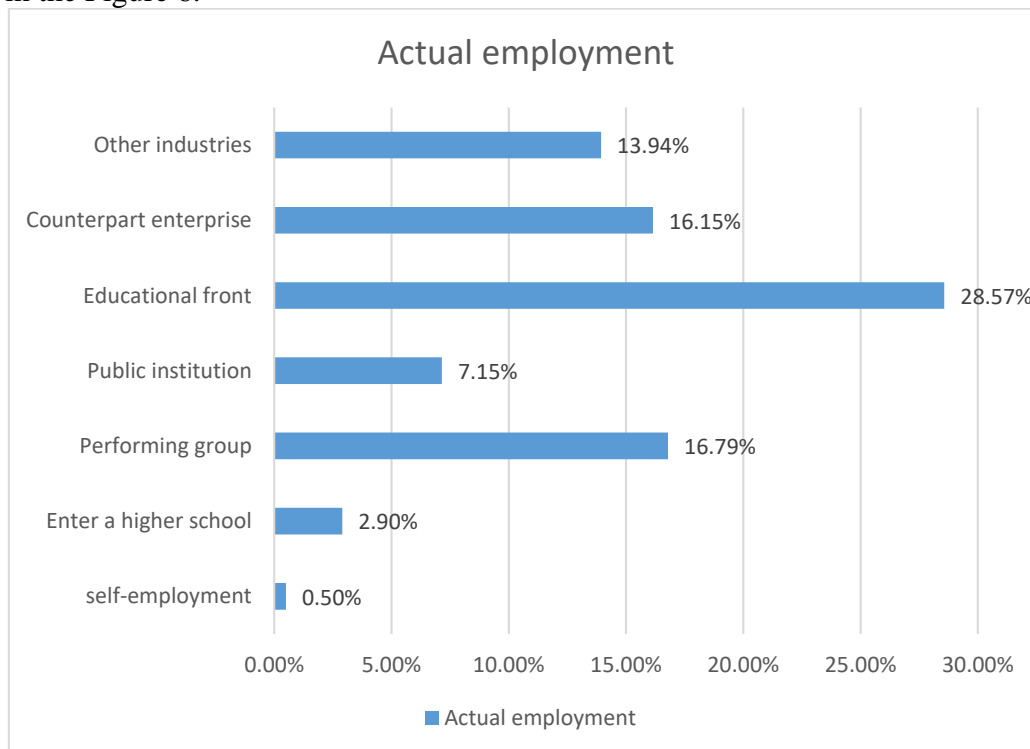


Figure 6: Actual employment direction of the graduates in our school

A comparative analysis of the employment intention and actual employment trend of our graduates can be found. In terms of employment intention, graduates have the intention to start their own businesses and upgrade their education, which is in line with students' psychological and social advocacy; The expectation that graduates hope to find employment directly reflects the mentality of graduates seeking stability, and has a certain relationship with the "eating youth rice" of dance majors; The students' intention to go to the performing arts team is consistent with the students' practical experience; Students yearn to enter public institutions and schools, reflecting their pursuit of a stable working environment; Students are longing for the corresponding enterprises, which is in line with the psychological expectations of students choosing this major. In terms of actual employment trend, the most graduates enter the education front, becoming school teachers and teachers in educational institutions become the highest employment direction of our graduates, which is consistent with 66% of the employment intention. Performing arts groups and counterpart enterprises are basically equal, and their employment intentions are also more consistent, and some students can achieve their aspirations; However, the actual trend of self-employment, education and entering public institutions is low, and many of these students have not been able to successfully enter the ideal position; Students who switch to other industries have achieved employment, but their subsequent career development needs more consideration.

#### **4. Analyze the talent training problems faced by the comprehensive pop dance major from the employment trend**

##### **4.1 There are new changes in the job market**

The contraction of the overall job market is an important reason for the decline in the employment rate of dance majors. Due to operational difficulties, some small and medium-sized enterprises have layoffs or even shut down, their own dance professional strength is limited, and the employment goal is that graduates of small and medium-sized enterprises can choose fewer objects, and the employment competition is increased. These students choose to send resumes to high-level and large-scale enterprises, and are often brushed off due to lack of competitiveness in the resume screening and interview competition stage. The employment goal of some students is entrepreneurship or flexible employment, and the contraction of the overall market has also increased their employment pressure and entrepreneurship difficulty. Some students' employment targets are high-level, large-scale enterprises, or public institutions, because the overall contraction of the job market is also affected. The squeeze brought by a large number of competitors is second, after all, the difference between the professional strength and hardware conditions of dance graduates is still relatively obvious, and excellent graduates will rarely be squeezed by medium students. However, the contraction of the market will affect the revenue and expansion willingness of large enterprises, resulting in a decrease in the number of jobs provided by large enterprises, which is a major factor directly affecting the employment rate of graduates.

##### **4.2 The employability of graduates needs to be enhanced**

The change of employment market has brought great fluctuation influence to the employment of dance graduates in colleges and universities, which also proves that the graduates of comprehensive pop dance also need to improve their employability. Employability includes several parts, including professional ability, practical experience and quick adaptability. Professional ability refers to the dance knowledge, dance ability, creation ability, musical role performance and other dance strengths of graduates majoring in popular dance <sup>[1]</sup>. Internship practical experience refers to the work experience, teamwork experience and interpersonal communication skills accumulated by students through off-campus internships during the school, which can help graduates finalize



agreements or contracts faster in the employment season; Rapid adaptability refers to the ability of students to adjust their psychological expectations and self-presentation strategies during employment and job hunting, which can help students better adapt to the situation of increased competitiveness and unsatisfactory primary race track, so that students can face employment problems in a better state and avoid affecting the employment success rate due to personal status.

## **5. Reflection and optimization strategies on the training mode of popular dance majors in comprehensive colleges and universities**

### **5.1 Clarify the orientation of personnel training**

Most comprehensive colleges and universities are not the "cradle of dancers" Minzu University of China, nor Yanbian University, which is quite famous in Korean dance, nor professional art colleges specializing in cultivating advanced dance creation and choreographer and dance performance talents, and many colleges and universities such as Shanghai Institute of Visual Arts are still gradually building dance majors on the road. Comprehensive colleges and universities should clarify their own positioning in talent training, cultivate the society, provide a diversified perspective of talents to expand the vision of talent training, tap their own resources, teachers, student conditions, the characteristics of the local job market, and run their own dance major. From the perspective of students' employment intention and actual employment trend, students themselves are more practical when considering employment issues, comprehensive colleges and universities should work with students to cultivate talents based on the reality. For comprehensive colleges and universities, the orientation of large and comprehensive majors is not conducive to the development of colleges and universities, nor is it conducive to improving the employment quality of graduates. The primary goal of comprehensive colleges and universities is to make the talents cultivated have adaptability, and to make talents with characteristics is an important goal of comprehensive colleges and universities<sup>[2]</sup>.

### **5.2 Optimize the professional curriculum**

There is a close relationship between professional curriculum setting and professional personnel training. Optimizing professional curriculum setting and constructing scientific curriculum system is an important part of optimizing personnel training mode.

#### **5.2.1 Adjust the ratio of theoretical and practical courses**

Graduates majoring in pop dance trained by comprehensive colleges and universities also need to participate in practical competition in the future, master excellent physical coordination, physical reserves, master excellent pop dance performance skills, and accumulate music listening, perception and performance experience in practice, which is the key to improve the competitiveness of graduates majoring in comprehensive pop dance<sup>[3]</sup>. Although the training target of dance professionals in comprehensive colleges and universities is not advanced dance performance and dance creation talents, it is also not dance theory research talents. Therefore, adjusting the ratio of theory and practice courses in the professional curriculum system is the first step. Colleges and universities should provide students with professional curriculum systems that can enhance professional competitiveness, adapt to social progress, and meet students' employment intentions, and encourage students to pursue solid study, actively practice, and challenge themselves. Comprehensive colleges and universities should, on the one hand, appropriately reduce the number of theoretical class hours and appropriately increase the number of practical class hours according to the opinions of teachers and students. On the other hand, they should combine the teaching and guidance experience of teachers to adjust the arrangement of theoretical and practical courses in an interspersed form, so that students can learn new knowledge while trying to apply new knowledge

in practice, so that students can reflect and grow in practice. Schools should promote the comprehensive development of students' science and practice. For example, in the previous section, students learned the key points of the creation and composition of popular dance in the theory class, and in the latter section, practical courses of the creation and composition of popular dance should be arranged for students to grow in practice <sup>[4]</sup>. Breaking through the barriers between courses and connecting courses with content is conducive to optimizing the professional curriculum.

### **5.2.2 Building a diversified application curriculum system**

The students of popular dance major in comprehensive colleges and universities have different employment intentions, and the comprehensive quality required to work as dance teachers in education front is quite different from that in public institutions and enterprises. Comprehensive colleges and universities should make full use of their own comprehensive discipline structure advantages to build a diversified application curriculum system for dance students. For example, comprehensive colleges and universities can distribute employment intention in the second academic year and provide applied courses such as teacher's oral English, educational psychology, and trial lecture courses for students who intend to work in the education front in the future, so as to increase the possibility of students successfully achieving employment intention <sup>[5]</sup>. For another example, comprehensive colleges and universities can provide applied courses such as official document writing, speech and eloquence, and social etiquette for students who intend to enter public institutions in the future, so that students have a higher probability of entering the ideal public institution. The teachers of these applied courses can use the resources of comprehensive colleges and universities to guide the students to the designated professional classes and listen to the teaching of professional teachers by issuing class certificates for dance majors. It is also possible to cooperate with neighboring colleges to guide students to audit in normal colleges. If students have the energy and willingness, they can coordinate the procedures related to the second degree <sup>[6]</sup>. Diversified applied courses entering the comprehensive teaching system of popular dance majors can effectively improve the employment rate and employment quality of professional graduates, and help students successfully achieve employment aspirations.

### **5.3 Strengthen the construction of professional teachers**

At present, there are serious teacher problems in popular dance major in comprehensive colleges and universities, which are mainly manifested in: the number of professional popular dance teachers is small, the teaching and performance experience is insufficient; General courses are marginalized and teachers' teaching is not targeted. There is a large shortage of comprehensive quality course teachers. Popular dance majors in comprehensive colleges and universities generally belong to newly built majors, lack of excellent and professional teachers to carry out teaching work for students, and lack of sufficient teaching and performance experience to pass on to students. In this regard, the "double tutorial system" of school-enterprise cooperation can fill the shortage of professional teachers for comprehensive colleges and universities, and improve the teaching teachers of popular dance majors in comprehensive colleges and universities with enterprise tutors with rich teaching and performance experience <sup>[7]</sup>. The marginalization of general education courses, the problem that general education teachers' teaching methods are not targeted to dance majors, can be improved through joint lesson preparation <sup>[8]</sup>. Comprehensive colleges and universities occasionally organize teachers in charge of general education and professional teachers including popular dance majors to jointly prepare lessons, so that general education teachers can obtain case situations that meet the learning needs of students majoring in popular dance, promote the specialization of teaching cases, and improve the pertinence of general education teaching. General education is an important way to improve the cultural foundation of students majoring in popular dance. General education teachers improve the pertinence of teaching through joint lesson

preparation, which meets the development needs of colleges, teachers and students <sup>[9]</sup>.The comprehensive quality curriculum has entered the colleges and universities, but it has not been included in the personnel training system, which is closely related to the shortage of curriculum teachers. The construction of comprehensive quality course teacher team should start from internal selection and external recruitment, select teachers with excellent comprehensive quality to join the team, build the team skeleton, and subtly influence students by creating an atmosphere of humanistic quality.

#### 5.4 School-enterprise cooperation to optimize education

The purpose of comprehensive colleges and universities is to train popular dance talents to adapt to the diversified development of society. They should understand the requirements of employers for talents through school-enterprise cooperation channels, clarify the responsibilities and obligations of both schools and enterprises in the process of talent training, and actively improve the compatibility between students and employers' needs through off-campus internships and other ways to enhance students' competitive strength in employment. University-enterprise cooperation can help comprehensive colleges and universities adjust the problems of students' excessively high and excessively low employment expectations in employment guidance, and help students improve the possibility of signing agreements and contracts <sup>[10]</sup>.It is also conducive to comprehensive colleges and universities to transport oriented training talents to cooperative enterprises to ensure the quality of employment of students.

#### 6. Conclusion

To sum up, from the employment trend, the training of popular dance professionals in comprehensive colleges and universities needs to be adjusted from the inside in time to cope with the external situation of the shrinking job market. The reflection and optimization of talent training mode in comprehensive colleges and universities should start from four aspects: clear orientation of talent cultivation, curriculum system construction, teacher team construction and school-enterprise cooperation, so as to enhance the employment competitiveness of students majoring in popular dance.

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