

# *The Present Teaching Situation and Countermeasure Analysis of Sports Dance Optional Course in Ordinary Senior High School*

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**Abstract:** As a special physical education course, sports dance optional course in ordinary high school has gradually emerged under the background of education reform and diversified development. However, there are some problems in the current teaching situation, which are mainly manifested in the unclear teaching content and objectives, the relatively single teaching methods and means, the construction of teachers to be strengthened, the insufficient teaching resources and facilities to support the curriculum needs, and the imperfect evaluation and feedback mechanism. In order to improve the teaching quality of sports dance optional courses in senior high schools, this paper puts forward a series of countermeasures, including clarifying education objectives and learning objectives, introducing diversified teaching methods, strengthening teacher training and development, improving teaching resources and facilities, building a scientific and reasonable evaluation system and establishing an effective feedback mechanism. These countermeasures will help to promote the healthy development of sports dance optional courses in ordinary high schools, meet the diversified learning needs of students, and train more young talents with comprehensive qualities.

## **1. Introduction**

As a form of education combining art and sports, sports dance plays an important role in physical education teaching in senior high schools. Sports dance not only promotes students' physical and mental health, but also enriches the school sports culture. However, with the deepening of education reform, the dancesport optional course faces many challenges. The purpose of this paper is to analyze the teaching status of sports dance optional course in high school, explore the existing problems, and put forward effective countermeasures in order to promote the healthy development of the course.

## **2. Teaching content and objectives**

### **2.1 Current situation of course content**

The present content of sports dance elective course in ordinary high school shows rich and varied characteristics, but the distribution among each part is not uniform. The extensive curriculum

covers a wide range of dance genres, including, for example, modern dance, folk dance and street dance, designed to cater to the diverse interests and needs of students.<sup>[1]</sup> However, in practice, the curriculum content is usually restricted by the professional background of teachers and school resources. For example, some institutions are affected by the shortage of dance teachers and can only offer teaching in some dance categories. In addition, the teaching focus tends to be on the cultivation of skills, ignoring the appreciation of dance aesthetics and innovative education. Most schools have adopted a unified version in the selection of textbooks, although this is conducive to the standardization of teaching, but in the process of attention, we may not pay enough attention to the regional characteristics of dance and the individual needs of students. In addition, the frequency of revision of the curriculum materials is infrequent, which is unable to adapt to the pace of development in the dance industry and the changing preferences of young people. In the process of teaching implementation, due to the lack of efficient curriculum control and evaluation system, the effect and pertinence of curriculum implementation are not ideal. For example, some courses put too much emphasis on the training of dance skills, and neglect the role of dance in improving students' physical and mental health and improving their aesthetics. Therefore, the current situation of the curriculum should focus on the improvement of students' interest, physical and mental health and cultural accomplishment.<sup>[2]</sup>

## **2.2 Orientation of teaching objectives**

It can promote physical and mental health, enhance beauty, and improve dance skills. First of all, the core goal of sports dance teaching is to promote students' physical and mental health. Dance teaching helps to improve students' physical coordination, flexibility and muscle strength, which helps to relieve students' psychological pressure and improve their mental endurance. One of the important goals of sports dance teaching is to improve aesthetic quality. Teaching dance is a way of teaching an art form, which can also enhance students' artistic appreciation level, and promote innovation and imagination. Students need to master a variety of dance styles, stimulate students' interest and love for the arts, and deeply understand the cultural connotation of dance. One of the teaching objectives is to enhance dance skills. Through a series of dance skills training, students are able to learn basic dance skills, thereby improving the level of dance presentation.<sup>[3]</sup> However, in the teaching process, skill training is not the core focus, and then the integration of physical and mental health and aesthetic cultivation, to build a comprehensive educational goal framework. The current situation of sports dance elective courses in ordinary high schools and the setting of teaching objectives should pay more attention to the growth needs of students, pay attention to the broad, practical and interesting course fields, clarify the teaching objectives, take into account the skills training and physical and mental development, and aim at improving the comprehensive quality of students in an all-round way.

## **3. Teaching methods and means**

### **3.1 Limitations of traditional teaching methods**

In the elective course of sports dance in ordinary high school, the traditional teaching methods mainly cover three aspects: explanation, demonstration and practice. In the course of history, these measures have had a profound impact on the field of dance education. However, in the context of the evolution of educational concepts and the change of students' needs, these measures have shown significant shortcomings.<sup>[4]</sup> In dance teaching, the application scope of teaching method is relatively small. In view of the highly practical artistic characteristics of dance, it is difficult to fully interpret the connotation and emotional transmission of dance movements only by theoretical teaching. In

addition, students' learning initiative is difficult to reflect in the teaching method, and students' active exploration and creative thinking are not fully stimulated. Although the model method can clearly present dance movements, it is not the only way, however, in traditional education, over-reliance on teacher demonstration may cause students to imitate too much, thus weakening their personalized presentation. Dance teaching should pay full attention to the differences among students and advocate students to carry out dance creation according to their individuality. Over-reliance on model rules may lead to limited personality development of students. The practice method is widely used in dance teaching, but the traditional training method is monotonous and redundant, which may make students less enthusiastic about dance learning. In addition, non-specific and innovative training is not beneficial to the improvement of students' dance skills and artistic expression. The application of traditional teaching methods in sports dance elective courses in senior high schools is restricted to a certain extent, and education reform and innovation are carried out based on modern education ideas and students' actual needs.<sup>[5]</sup>

### **3.2 Demand for innovative teaching methods**

Faced with the constraints of traditional teaching methods, it is urgent to expand the teaching methods of sports dance elective course in high school. Adopting innovative teaching methods can more effectively meet students' learning needs, optimize teaching methods and promote students' all-round growth. Experiential teaching should be incorporated into the teaching system. With the help of situation construction, experiential teaching enables students to master skills in a dance environment close to the actual scene, and to comprehend and grasp dance skills through practical experience. This measure is helpful to stimulate students' learning enthusiasm and enhance the practical and interactive effect of dance training. The use of multimedia and information technology has become a key way to improve teaching innovation. With video, music and other multimedia software, students' learning motivation has been enhanced by visual and auditory effects. At the same time, online platforms and social media are used to carry out dance teaching interaction, get rid of the shackles of traditional classes, and improve students' innovation and collaboration skills. Using project-based teaching strategy is helpful to optimize teaching results. The implementation of specific dance projects to guide students to fully engage in dance creation, rehearsal and performance activities, in addition to enhancing their dance literacy, in addition to enhancing their teamwork skills and project management. To improve the depth of dance teaching, the key is to achieve interdisciplinary integration. Integrating dance with other art categories such as music, art, literature, etc., to expand students' artistic vision and enhance students' understanding of the connotation and aesthetic appreciation of dance art. In the optional sports dance course of ordinary high school, the demand for innovative teaching methods is particularly strong, and experiential teaching, multimedia technology, project-based teaching and interdisciplinary integration methods are adopted. This method is conducive to improving the teaching results and promoting the all-round growth of students.

## **4. Construction of teachers**

### **4.1 Current situation of teachers' professional quality**

The teaching quality of sports dance optional course in high school is directly affected by the professional quality of teachers. However, at present, there are some problems in the professional quality of teachers, which challenge the effective development of the curriculum. Some high school dancesport option teachers lack professional knowledge and skills. As dance is a discipline that integrates art and sports, it requires teachers to have rich dance knowledge and skills, including

basic dance skills, choreography skills, music perception and so on. However, some teachers may only have a professional background in physical education and lack a deep understanding and proficiency in dance. This leads to the limitation of the course content, which can not meet the needs of students for dance art. Teachers' educational ideas and methods need to be updated and improved. Traditional physical education pays attention to the cultivation of physical quality, while dance education pays more attention to emotional expression and artistic creation. Therefore, teachers need to constantly learn and update educational concepts, integrate artistic elements into teaching, and stimulate students' creativity and expression. However, some teachers may get stuck in traditional teaching methods and fail to fully tap the potential of students.

## **4.2 Teacher training and development**

In view of the present situation of teachers' professional quality, measures should be taken to improve it. The training and development of teachers should be strengthened urgently to enhance their educational level and teaching strength. Regular training programs should be set up, including the basic theory of dance education, dance creation skills, and the integration of music and dance. The quality of dance training is guaranteed thanks to the participation of professional dance education institutions or experienced dance teachers. The actual teaching needs should be closely matched with the training content, emphasizing the close combination of practice and theory, so that teachers can deal with the difficulties in classroom teaching more effectively. Teachers' educational growth needs to be continuously promoted. Schools should support teachers to participate in various seminars, competitions and exhibitions in the field of dance education to promote their professional growth. In addition, schools can also build communication channels for teachers to exchange teaching experience and learn from each other to improve teaching standards. Teachers' teaching evaluation should include the examination of professional ability. Schools should establish an evaluation system to regularly review the performance of teachers' dance education in order to promote their continuous progress. The key to improve the teaching quality of sports dance optional course in high school lies in the construction of teachers. By enhancing the professional training and development level of teachers, this will effectively promote their educational literacy and teaching skills, and commit to giving students more diverse and high-quality dance teaching content. This will help to enhance the overall ability of students and promote the normal operation of high school sports dance elective courses.

## **5. Teaching resources and facilities**

### **5.1 Utilization of teaching resources**

In the teaching process of sports dance elective course in ordinary high school, one of the guarantees of education quality and effect is to make full use of teaching resources. Teaching resources cover many aspects, such as teaching materials, multimedia equipment, learning tools, network resources, etc. How to give full play to the potential of these resources to improve teaching quality is a crucial issue. The key to the utilization of teaching resources lies in the selection and organization of teaching materials. Sports dance teachers need to carefully select the teaching materials, so that its content and curriculum objectives closely. The teaching material must cover the forefront of the field and have the corresponding educational and enlightening value. At the same time, teachers should be good at reasonably arranging the content of the textbook to ensure that students gradually master the necessary dance skills and knowledge, and the teaching progress can be reasonably arranged. The use of multimedia equipment and learning tools is of vital significance to teaching resources. The progress of science and technology has endowed the

teaching of sports dance with a new way. Teachers can use a variety of multimedia tools such as projectors, computers and sound equipment to enjoy excellent dance videos and music works, enhancing students' audio-visual experience. In addition, learning tools such as dance mirrors, music players, and dance floors should be used rationally to optimize the learning experience. Third, the use of network resources in the teaching process is of great significance. Internet provides students with efficient access to information and learning resources. The online learning platform can be built by teachers to disseminate teaching resources, teaching programs, and exercise videos so that students can study and review anytime, anywhere. In addition, the network can also be used to interact and collaborate with other schools or educational institutions, and educational development benefits from the sharing of teaching experience and resources.

## **5.2 Improvement of teaching facilities**

The education of sports dance course cannot be separated from the optimization and perfection of teaching facilities. Excellent educational equipment can ensure that students enjoy a safe and pleasant learning space, and there is still a large space for the improvement of teaching results, students' interest and potential. In the construction and management of educational facilities, many aspects need to be taken into account and optimized. The construction of dance classrooms is the key. The dance room must be spacious and used for students' dance performance and practice. Take anti-slip measures to ensure the safety of students. In addition, the dance practice space should be equipped with a suitable mirror to help students monitor and adjust their movements. Sound equipment also plays an important role, and musical accompaniment can help students accurately grasp the rhythm and beat of the dance. Equal emphasis is placed on operation and maintenance of teaching facilities. The school needs to improve the facility management mechanism to ensure the routine maintenance and safety testing of facilities. Teachers and students work together to protect teaching resources and avoid destruction and waste. In addition, schools should strive to win the strong support of the government and all aspects of society, raise funds to optimize facilities, aimed at improving the quality of education. The open sharing of teaching resources is worth advocating. Social and community members can make full use of the dance classrooms and other facilities provided by the school to carry out dance teaching and performance projects, optimize the campus cultural atmosphere, and improve the efficiency of facility utilization. In addition, the school can also carry out joint activities with other schools or cultural institutions to share teaching facilities and resources to help comprehensively improve dance education.

## **6. Evaluation and feedback mechanism**

### **6.1 Construction of evaluation system**

In the teaching of sports dance elective course in high school, the guarantee of the effectiveness of the course and the improvement of students' comprehensive quality lies in the establishment of the evaluation system. Assessment is not only limited to quantitative analysis of student performance, it is the embodiment of educational standards, but also the degree of achievement of curriculum objectives. Therefore, it is very important to build an accurate and efficient evaluation mechanism. Curriculum educational objectives and learning objectives should be clearly divided in the evaluation system. These goals should be consistent with the attributes of sports dance courses, involving physical optimization, mastery of dance skills, and cultivation of artistic sentiment. Clear objectives have a positive effect on the construction of evaluation system and the selection of evaluation means. The evaluation system should cover multiple evaluation dimensions. Traditional written test and oral test can not fully show the actual performance of students in dance elective

course. Therefore, diversified evaluation methods should be adopted, such as demonstration, demonstration, class participation and so on. Such multi-angle evaluation is helpful to grasp the comprehensive ability and potential of students.

## 6.2 Importance of feedback mechanism

Students' motivation can be enhanced through feedback mechanisms. After receiving real-time feedback, students can fully grasp their own strengths and weaknesses, which can stimulate their enthusiasm and enthusiasm for learning. Positive feedback helps boost students' confidence, which in turn motivates them to become more engaged in their studies. The optimization of teaching method benefits from the implementation of feedback mechanism. By monitoring students' performance and collecting their opinions, teachers can analyze which teaching methods and strategies are more effective and which need to be appropriately adjusted or optimized. This will help improve teachers' literacy and teaching quality. The quality of course design can be improved by optimizing the feedback mechanism. Student feedback can reveal to course designers which parts or projects are favored by students, and which parts or solutions need to be reviewed and adjusted. This approach makes courses more engaging and useful. The feedback mechanism helps to enhance the communication and interaction between teaching and learning. The interaction between students and teachers is enhanced to enhance mutual understanding to meet the needs and expectations of both parties. This kind of interaction helps to build a teaching atmosphere that is more conducive to students' learning. The evaluation and feedback mechanism plays a key role in the teaching process of sports dance elective course in ordinary high school. The establishment of a scientific evaluation system and an efficient feedback mechanism will help to improve the quality of the curriculum, promote the all-round development of students, and enhance the communication and cooperation between teachers and students. This is conducive to the smooth progress of sports dance elective courses, adapt to the diversified learning demands of students, and improve the comprehensive quality level of young talents.

## 7. Conclusion

Through the in-depth analysis of the present situation of sports dance optional course teaching in ordinary high school, this paper points out many existing problems and puts forward concrete countermeasures. By optimizing course content, innovating teaching methods, strengthening the construction of teachers, improving teaching resources and facilities, and establishing effective evaluation and feedback mechanism, it will help to improve the teaching quality of sports dance optional course, promote the all-round development of students, enrich the content of high school physical education, and lay a foundation for cultivating students with innovative spirit and strong practical ability.

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