

The Present Situation and Efficiency Improvement Strategy of Dance Art Education in the Digital Age

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Abstract: In the digital era, dance education is undergoing unprecedented changes. With the rapid development of information technology and the Internet, new educational tools and platforms continue to emerge, providing extensive resources and convenience for the teaching and learning of dance art. However, these changes have also brought many challenges, including how to effectively integrate digital resources, ensure the quality of teaching and how to enhance the participation and interaction of learners. This paper deeply discusses the current status of dance art education in the digital era, analyzes the main problems and challenges, and on this basis, puts forward a series of methods to improve teaching efficiency and optimize teaching strategies. These strategies include using digital technologies to enrich the content and form of instruction, promoting personalized and differentiated learning paths, enhancing teachers' digital skills training, and improving student assessment and feedback mechanisms. The implementation of these measures aims to promote the integration of dance art education with the digital age, improve the quality and efficiency of teaching, and create a more rich and interactive learning experience for students to meet the needs and expectations of modern society for art education.

1. Introduction

The integration of digital technology has brought innovative teaching models and means for dance education, but it also challenges the traditional education model and requires teachers and students to adapt to the new learning style. This paper analyzes the present situation of dance art education, and discusses how to improve teaching efficiency and education quality through rational use of digital technology.

2. Application of digital technology in dance art education

2.1 Digitalization of teaching resources

With the advent of the digital age, dance education is undergoing a revolutionary change. The wide application of a variety of digital platforms and tools has greatly expanded the scope of education and improved the accessibility and diversity of educational resources. Video tutorials, as a key component of this change, provide students with a platform to view and review dance moves

at any time, greatly enhancing the autonomy and flexibility of learning. At the same time, online courses break the restrictions of physical space through the Internet, so that students who are far away can enjoy the guidance of world-class dance masters, thus realizing the global sharing of knowledge and culture. The introduction of virtual reality (VR) technology provides a new learning experience. Through the simulated dance environment and scene, it not only enhances the interest of learning, but also improves the teaching effect, making students feel as if they are there, and deeply experience every detail of dance. The application of these digital teaching resources is not only limited to improving teaching efficiency, but also provides unlimited possibilities for the innovation of teaching methods and contents. Through integrated video analysis tools, interactive software, and online feedback systems, teachers can more accurately monitor student progress, adjust teaching strategies, and personalize teaching. Students can also use these platforms to interact with learners around the world, broaden their horizons, and stimulate innovative thinking. With the blessing of digital technology, dance art education is developing in a more open, interactive and diversified direction, which not only provides students with a more colorful learning experience, but also opens up new ways for the inheritance and innovation of dance art.

2.2 Interactive teaching methods

The application of interactive teaching methods in dance art education marks a teaching revolution brought by digital technology. By using dance software, live online classes and other digital tools, teachers can not only create a dynamic and interactive learning environment, but also provide a new learning platform for students across time and space. Dance software enables students to choreograph and create dance in a simulated virtual environment, which not only allows students to have a deeper understanding of the complexity and aesthetic principles of dance creation, but also encourages them to play their own creativity and achieve personalized dance creation. The application of live online classroom further enhances the interaction of teaching, enabling students to communicate with teachers in real time and solve the problems encountered in the learning process in real time. This real-time communication and feedback greatly improves the efficiency and motivation of learning. The integration of social media platforms and video sharing websites provides a space for students to show themselves, learn from each other and communicate with each other. Students can upload their dance practice and creation on the platform, and they can not only receive professional comments from teachers, but also receive feedback and suggestions from other learners around the world. This open feedback mechanism not only promotes interaction and communication among students, but also promotes communication among students. It also inspires students' enthusiasm for learning and creativity. Through these interactive teaching methods, dance art education can not only more effectively adapt to the development needs of the digital age, but also build a more inclusive, mutual assistance and sharing learning community for students, thus promoting the inheritance and innovation of dance art and opening a new chapter in dance education ^[1].As shown in Figure 1.



Figure 1: Dance practice

3. Innovation of education model

3.1 Practice of blended learning

The application of blended learning mode in dance art education is an important supplement and innovation to the traditional education mode. By effectively combining online digital resources with offline physical teaching, this mode greatly enhances the flexibility and interaction of learning, and also ensures the richness and diversity of teaching content. The online learning component allows students to learn independently on their own schedule and at their own pace, through access to various forms of content such as video tutorials, online courses and virtual workshops. This approach not only breaks through the limitations of geography and time, but also enables students to choose the most suitable learning materials according to their own needs, thus achieving personalized and self-driven learning.

At the same time, the offline teaching process emphasizes face-to-face communication, hands-on work and immediate feedback, which are indispensable for disciplines such as dance that require high levels of physical coordination and expressiveness. Offline teaching not only provides a place for practical operation, but more importantly, provides a direct communication opportunity between teachers and students, so that students can get immediate guidance from teachers and interactive feedback from classmates, effectively improving the effect and motivation of learning. Under the blended learning model, the role of teachers changes to that of designers, facilitators and coordinators, who are not only responsible for the planning and organization of online content, but also for effective guidance and interaction in offline teaching, which requires teachers to have higher professional and management abilities. Through the implementation of blended learning, dance art education can be more flexible and efficient to meet the learning needs of students, while promoting students' active learning and all-round development. The successful practice of this mode not only improves the teaching efficiency and learning quality, but also provides a broader and diversified learning platform for students, and opens up a new path for the development of dance art education.

3.2 Personalized learning path

The development of digital technology has provided strong support for the realization of personalized learning for students. By using big data and learning analytics technology, educators can gain insight into students' learning progress, ability level and preferences, and then design a learning path for each student that fits their personal characteristics. The design of personalized learning path takes into account the different learning speed and interest points of students, making learning more in line with the actual needs of students, and improving the enthusiasm and efficiency of learning. For example, for students who master dance movements quickly, the system can recommend more advanced skills and combination exercises; For students who need more practice, the system provides more repetition exercises and reinforcement of basic skills. The learning platform can also adjust the learning plan and content in real time based on student feedback and learning outcomes, ensuring that the learning path is always in line with the latest learning status of the student. Personalized learning not only enhances the learning motivation of students, but also helps teachers to guide each student more effectively, and achieve accurate and efficient teaching. With the help of digital technology, personalized learning path has become an important direction for the innovative development of dance art education ^[2].

4. Teacher role and development

4.1 Teacher skills improvement

In the digital age, teachers in the field of dance art education are facing unprecedented challenges and opportunities. With the rapid development of information technology, teachers must enhance their ability in digital tools and teaching methods to better adapt to the needs of modern education. This includes not only the search, evaluation and integration of various online teaching resources, such as the flexible use of video tutorials, online courses and virtual reality technology to provide students with a rich variety of learning materials and experiences, but also the use of educational technology tools such as teaching management systems (LMS), interactive whiteboards and online assessment tools. This can improve the efficiency and interactivity of the teaching process. Digital media production ability has also become one of the necessary skills for teachers, which can enable teachers to produce customized teaching videos and content according to teaching needs, and further improve teaching quality.

In order to cope with these challenges, teachers need to improve themselves in a variety of ways, including attending professional training courses, using online resources for self-study and exchange experience with peers. Such continuous learning and practice can not only help teachers master the latest educational technology, but also promote the continuous innovation of teaching methods. In this process, the role of teachers is also gradually changing, from the traditional knowledge transmitter to the learning guide, technology application and innovation practitioner. By improving their own technical capabilities and teaching methods, teachers can create a more rich, interactive and personalized learning environment for students, so as to effectively improve students' learning motivation and satisfaction. This can promote the overall improvement of the quality of dance education. In the digital age, these efforts and innovations of teachers are not only vital to their own career development, but also lay a solid foundation for the future development of dance education.

4.2 Innovative teaching strategies

The digital age has put forward new requirements for dance art education, and teachers need to adopt innovative teaching methods and strategies to stimulate students' learning interest and creativity. Teachers can use digital technology to achieve more personalized and interactive teaching, for example by using dance software to engage students in dance creation, enhancing their sense of participation and creativity. At the same time, teachers can organize online discussions and collaborative projects to encourage communication and cooperation among students, thereby enhancing students' social skills and team spirit. Teachers should make use of digital resources to enrich teaching content, such as introducing online workshops of internationally famous dancers and watching dance performances in virtual reality, to broaden students' horizons and stimulate their love for dance art. Teachers can also track students' learning progress and performance through data analysis tools, and adjust teaching strategies and contents accordingly. The teacher should ensure that the teaching activities are better suited to the needs of the students. Through these innovative teaching strategies, teachers can not only improve students' learning efficiency, but also encourage them to explore the infinite possibilities of dance art, and cultivate more creative and imaginative dance talents^[3].

5. Student participation and interaction

5.1 Technology-driven student engagement

The integration of digital technology has greatly enhanced the participation of students and the interactivity of dance practice, among which the use of apps and social media is particularly prominent. Through customized dance applications, students can access a variety of dance tutorials from basic to advanced, and choose the practice content suitable for them according to their learning progress and interests. This approach to self-directed learning not only increases student engagement, but also increases learning flexibility. Social media platforms provide a platform for students to showcase their dance work and achievements, where they can upload their dance videos, share with their peers, and even receive comments and advice from dance experts around the world. Some apps have also introduced gamified learning elements, such as setting dance challenges, leaderboards, etc. These designs have effectively stimulated students' enthusiasm for learning and sense of competition, further increasing engagement, and through a technology-driven approach, students' dance practice has become more interactive and community-based, conducive to building a positive learning atmosphere and culture.

5.2 Innovative approaches to evaluation and feedback

The use of digital tools for student assessment and feedback is key to improving learning outcomes and teaching quality, while traditional assessment methods tend to focus on the end result and neglect the monitoring and guidance of the learning process. Formative assessment and immediate feedback are made possible by the use of digital tools, such as online platforms that allow teachers to collect videos of students' exercises, comment on them one by one, and offer personalized suggestions for improvement. At the same time, some advanced software can automatically analyze students' dance movements, point out shortcomings, and even provide suggestions for movement correction. Tools such as electronic voting, online questionnaire and instant feedback system are also widely used in students' self-assessment and peer evaluation. These methods not only improve the efficiency and real-time performance of assessment, but also increase students' self-cognition and control over the learning process. Through innovative assessment and feedback methods, students can identify and correct their own mistakes more quickly, and teachers can grasp students' learning status more accurately and adjust teaching strategies in time, thus jointly promoting the improvement of teaching quality [4].

6. Challenges and countermeasures

6.1 Uneven distribution of technical resources

The uneven distribution of technical resources is a major challenge for dance art education in the digital age. Differences in geographical location, economic conditions and school facilities lead to significant differences in students' access to and utilization of digital educational resources. To address this issue, the government and education sector need to increase support for remote and economically disadvantaged schools by providing infrastructure such as hardware facilities and network access to ensure that all students have equal access to digital resources. Educational institutions and charitable organizations can jointly launch donation campaigns to provide underprivileged students with essential learning tools such as tablets and laptops, and developing and promoting low-cost or free online learning platforms and resources is also an effective way to address resource inequality. These platforms should be designed to be easy to use and do not require

high-end equipment support, so that all students regardless of their economic conditions can easily access, through the implementation of these measures can gradually narrow the digital divide between different student groups and promote the fair distribution of educational resources.

6.2 Education quality assurance

Maintaining and improving the quality of dance arts education in the rapidly evolving digital age is another important challenge, which requires, first and foremost, continuous training and professional development of teachers to ensure that they are proficient in the use of various digital educational tools and resources, while mastering innovative teaching methods and strategies. Teacher training programs should include technical training, pedagogy update and curriculum design innovation to improve teachers' overall teaching ability. The optimization of curriculum design is also the key to ensure the quality of education. Educational institutions need to constantly adjust and optimize the content and structure of courses according to the needs of students and the trend of technological development, and introduce more interactive and practical links to ensure that the teaching content is both scientific and attractive. It is also crucial to establish an effective evaluation and feedback mechanism, which can not only help teachers timely understand the learning situation and needs of students, but also serve as a basis for adjusting teaching strategies and improving teaching quality. The implementation of these countermeasures can effectively improve the overall quality of dance art education and cultivate more dance art talents with innovative ability and practical skills [5].

7. Conclusion

This paper analyzes the current situation of dance art education in the digital age and puts forward strategies to improve teaching efficiency. Through optimizing teaching mode, improving the technical ability of teachers and students, and innovating assessment and feedback methods, the quality and efficiency of dance art education can be effectively improved. In the future, continuous exploration and practice are needed to adapt to the changing trend of digital technology and open up new possibilities for the development of dance art education.

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