

Exploration on Dance Teaching Reform in Colleges in the New Media Era

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Abstract: The application of new media in dance teaching in colleges and universities aroused the enthusiasm and initiative of students, enriched the content of dance teaching, and expanded dance learning channels. Aiming at the problems existing in college dance teaching, combined with the main techniques of new media applied to dance art, this paper analyzes the practice of new media applied to college dance teaching, and proposes countermeasures for college dance teaching reform in the era of new media: improving dance teaching innovation awareness and achieving dance teaching methods are diversified, expanding online learning spaces, promoting the spread of dance culture, and changing the traditional model centered on teachers. In the actual teaching process, it is necessary to provide an open window for students' dance art practice, encourage students to display dance creation and performance talents on the new media platform, and stimulate the dance art innovation.

1. Introduction

New media is a form of communication media that provides information services to users through terminals such as mobile phones, computers, and digital TV based on wired and wireless transmission methods based on modern digital information technology, using computer networks, wireless communication networks, and satellites as channels. In the field of art education, dance occupies a dominant position, which cannot only effectively train students' physical fitness, but also improve their personal temperament and improve their aesthetic ability. Dance education technology is the driving force for the advancement of dance teaching, and it is also the embodiment of the teaching level of dance teachers. Advanced education technology can improve the teaching level and teaching performance, and make the teaching work relatively stable at a better level. New media dance is the product of the rapid development of science and technology, and has unique advantages over traditional dance. The use of new media technology in dance teaching has a very important role in improving the quality of dance teaching and inheriting dance culture.

2. Characteristics of New Media

Compared with traditional media, new media has the following main characteristics: First, immediacy. New media information spreads very fast and shows obvious immediate characteristics. Through mobile phones, computers, or other smart terminals, information can be quickly released and received in a timely manner. It breaks the regular transmission law of the traditional media, and has a time- and geographically-limited transmission. The second is digital. Digitally build a virtual world that stores massive amounts of information, providing people with massive amounts of information resources. Through an all-round digitization process, all text is reduced to binary meta-encoding, and the same process of production, distribution and storage can be used. The third is, interactivity. Traditional media is one-way transmission. No matter it is radio, television or newspaper, it transmits information in one direction. The media is in a strong position. It determines what kind of information the audience accepts. It is difficult for users to provide information feedback and the interaction is poor. In the new media environment, information is transmitted in both directions or in multiple directions. Each user has control over information exchange. It can be

the receiver of the information or the sender of the information. The audience can also feedback and interact with the information at any time. The fourth is equality. In the process of using new media, users face rich Internet resources, and viewing, downloading, using, and evaluating these resources all reflect the valuable value of equality in the online world. People will not imprison their speech on the new media platform because of the difference in status, but they will more naturally say the true thoughts of their inner world. The Fifth are, time and space. The new media has a short time to send information, a fast speed to receive information, and few constraints. It is almost free of any time and geographical restrictions. As long as it is anywhere in the world covered by the mobile Internet, you can search for information, view information and release at any time Information, which is a height that traditional media such as newspapers, radio, and television cannot reach. Six is complex. The "picture, text, sound" integration of information dissemination is realized, and the text, image, sound, video and audio are fully integrated. Integrate the means of communication, such as newspapers, television and radio, with the means of communication. Integrate various receiving terminals, various transmission channels, and various information forms.

3. Existing Problems on Dance teaching in Colleges

The uniqueness of dance lies in the deep reflection of human feelings, human nature, and the true meaning of life through the dynamics of the human body, so that people are infected and inspired in appreciation. With the increasing attention and love of dance art, the problems existing in dance teaching have been paid more and more attention, mainly in the following aspects: First, there are drawbacks to the traditional teaching model. For a long time, the dance teaching model has been deeply influenced by traditional educational thoughts, and has been confined to the purpose of imparting knowledge, focusing on teachers, forming a teaching mode that values knowledge infusion and despise individual cultivation. Students become mechanized and lose their imagination. Art requires imagination, and in such a teaching mode, students have no space for autonomous learning. The second is that dance teaching is disconnected from modern equipment. With the rapid development of science and technology, all kinds of multimedia teaching equipment have brought great convenience to dance teaching. However, many colleges still lack infrastructure and teaching conditions are backward. Although some colleges and universities have better teaching conditions, teachers have conservative teaching ideas and single teaching methods. Third, the teaching content is backward. In the era of the new Internet media, dance art forms have been updated and diversified, and their content has become more and more abundant. In many colleges, the content of dance courses is lagging behind, the teaching content is relatively low-level, the teaching content is not consistent with professional development, and the dance teaching content is disconnected from the demand for market talents. Fourth, students are not interested in learning. Current students are accustomed to playing computers and mobile phones, accustomed to being lonely, and are prone to shyness and embarrassment after contacting dance. They are not good at expressing with their bodies, and have not fallen in love with this art from the heart. Coupled with the dual pressures of academics and employment, without more time and energy, it is prone to slack dance learning and lack of interest. Fifth, there is a relative lack of professional dance teachers. Due to the characteristics of dance teaching, professionally-qualified dance teachers are required to develop dance teaching. Many college dance teachers are few in number and students cannot accept more diversified dance teaching.

4. Main Techniques of New Media Applied to Dance Art

New media technology realizes scientific and technological internalization and artistic external expression through dance art. Dance art also uses new media technology to achieve improved artistic expression with scientific and technological support, forming an inseparable closeness between the two relationships. There are two main forms of application of new media technology in dance art: first, video technology. The dance images incorporate the wisdom of artists and scientists. In the intelligent energy body with a core of innovative consciousness, the path of dance images

will become wider and wider. The traditional dance art is stage art, and the emotions are dance moves performed by dancers. The video technology under the new media technology has made the dance art from a single form of expression more diversified, and the video technology has gradually changed from an auxiliary tool to one of the indispensable contents. Dance creators can use video technology to replace the specific scenes involved in dance, broaden the original space of the stage, have more atmosphere, fun and appeal than the real scene, and then cooperate with the actions of dance performers to convey the art of dance, and express the thought fully. The new space-time effects formed by dance images have brought multi-dimensional and diversified ways of appreciation, including: breakthroughs in visual impact, multi-angle stereoscopic appreciation modes, and the manifestation of the diversity of art in dance images. The second is virtual reality technology. Virtual reality technology is a computer simulation system that can create and experience a virtual world. It uses a computer to generate a simulation environment to immerse users in the environment. The application of virtual reality technology in dance art is to experience the most realistic feeling in the virtual world, with more shocking visual effects. The formation of virtual reality is to use computers to simulate human feelings and stimulate the sensory nerves to form a three-dimensional sensory world of sight, hearing and touch. The audience is placed in the virtual space of the image, and the use of virtual reality technology is sought to attract the audiences' eyes, in order to create an extremely close to real feeling for the audience. In dance creation, the use of virtual reality technology to create a real three-dimensional scene, using a projector to project on the stage, and the dancer's dance movements in coordination with each other, thereby creating a lively and realistic experience environment. In the space formed by this virtual reality technology, the emotion conveyed by dance is sublimated.

5. Significances of New Media Applied to Dance Teaching in Colleges

The application of new media to college dance teaching has important practical significance, which is mainly reflected in the following aspects: First, to mobilize the enthusiasm and initiative of students. The application of new media to dance teaching is conducive to promoting democracy, promoting the transformation of teaching centers, students becoming the main body, and teachers becoming guides, organizers, and evaluators. Through the visual pictures, intuitive videos and vivid explanations brought by the new media, they stimulate the senses of the students visually and auditorily, stimulate the students' desire for knowledge, guide the thinking of what they have learned, and seek answers in various ways, and also aroused the initiative and enthusiasm of the students, making them the masters of learning. The second is to enrich the content of dance teaching. In traditional dance teaching, dance movement practice takes up most of the classroom time. The teaching content is limited to dance movement itself, and less is involved in dance culture and dance spiritual connotation. The high efficiency, interactivity and large amount of information of the new media technology shift the practice time to after class. Through the new media exchange platform, students and teachers are promoted to communicate, which provides a way for teachers to provide individual guidance and greatly reduces classroom practice time. Relevant materials such as videos, texts, and pictures are displayed in the classroom, which is conducive to enriching the teaching content, conveying the dance culture and spiritual connotation, and promoting the unity of science and ideology in teaching. The third is to expand the dance learning channels. Network information resources are a huge treasure trove of learning, with huge amounts of information, convenient viewing and fast downloading. In the new media era, through the mobile Internet search engine, students can download the information they need at any time to serve personal learning and life. Although the traditional classroom teaching mode of "Teaching Oral Life" is intuitive and controllable, it will make students feel dull. The combination of new media technology and dance teaching not only enriches dance learning channels, but also enables students to get rid of excessive dependence on classroom learning and dance teachers. The use of new media in dance teaching not only makes up for the limitations of the individual profession of dance teachers, but also facilitates the achievement of teaching excellence.

6. Practice of New Media Applied to Dance Teaching in Colleges

The application of new media to dance teaching in colleges and universities mainly includes two aspects: First, the application of new media to dance classroom teaching practice. New media technology has promoted teaching reform and brought great convenience to the teaching field. New media is used in dance classroom teaching, which improves teaching efficiency and teaching results. For example, when learning Zhuang people's flat-tennis dance, teachers can use multimedia screens to play videos that show students' positive and ethnic style, so that students can fully understand the living conditions, living environment, artistic characteristics, and performance scenes of Zhuang people. Not only that, students can have an immersive feeling when watching. As the picture unfolds, it is easy to enter the life of the Zhuang people. Whether it is the sound of cracking down on the shoulders or the scene of celebrating the harvest, they will be presented in front of the students, and it is easy to be attracted by the natural, hard-working and enthusiastic Zhuang people. It is easier to grasp the essence of Zhuang dance. The second is that new media is used in dance classroom creation practice. Dance education on the one hand is dance technical movements, and on the other hand is dance creation. The traditional teaching model is difficult for dance creation students to master. By applying new media technology, the difficulty of achieving teaching goals can be significantly reduced. Students appreciate the dance while listening to the teacher's explanations, learn more about dance, dig deeper the meaning of dance, help students broaden their horizons, and lay a good foundation for dance creation. The use of new media technology-based creation software to arrange dances will help reduce many obstacles such as choosing dance accompaniment and editing, and it is easy to turn students' innovative ideas into reality. More importantly, students use software to create dance creations alone, which is conducive to improving students' creative ability. In short, students use specialized dance editing software to create. The dances they create have a sense of time and innovation, and they are more powerful and more likely to infect the audience.

7. Countermeasures on Dance Teaching Reform in Colleges in the New Media Era

Aiming at the problems existing in college dance teaching, combined with the main techniques of new media applied to dance art, the countermeasures for the reform of college dance teaching in the era of new media are as follows: First, improve the awareness of dance teaching innovation. In the new media era, to realize the innovation of dance teaching, dance teachers should take the lead in changing teaching ideas. But it is not to abandon the original ideas altogether, but to combine the advantages of traditional teaching with various new technologies in the new media era. Specifically, dance teachers are proficient in the use of new media technologies, make targeted modifications based on the strengths, weaknesses, and audience needs of traditional dance, incorporate diversified factors, enrich dance expressions, and show students in the correct way of dance art in the new media era. The second is to diversify dance teaching methods. In the new media era, people are making greater use of new media technologies to enrich dance performances and achieve the expected stage effect. Therefore, teachers should integrate new media technology into the teaching of dance creation, to promote the dance performance away from the demonstration of pure professional skills, and to create a more vivid stage effect. People are more inclined to individualized dance expressions, and dance appreciation is more diversified and personalized. In the teaching process, teachers focus on cultivating individualized training of students to meet the diverse needs of audiences. The third is to expand the online learning space. It is necessary to apply new media, enrich teaching models, and expand learning space. Through launched an online dance art competition through new media, allowing students to participate in Internet voting, so that students can maintain their interest in dance outside of class time. Opened a dance professional We Chat public platform and Weblog account to update professional content from time to time, and provide targeted and more interested professional knowledge, build a communication platform. Through the cyberspace, provide students with dance competitions and dance group performance videos from other colleges, show more professional content to students, and guide students to learn

dance knowledge in their spare time. The fourth is to change the traditional model centered on teachers, provide an open window for students' dance art practice, encourage students to show their dance creation and performance skills on the new media platform, timely exchange, communication and feedback, and improve dance in a targeted manner. The ability of artistic practice and creation stimulates the creative power of dance art. The fifth is to promote the spread of dance culture. New media technology has the characteristics of rapid transmission speed, comprehensive transmission of knowledge, and wide spread of geographical areas. It has an important role in the cultural transmission of dance teaching. Teachers can directly share dance videos or dance action knowledge points with students, and students can also obtain more dance information through Internet channels. Teachers communicate more knowledge to students through public accounts or dance teaching platforms, allowing students to learn anytime, anywhere.

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