

Analysis on the Development Trend and Aesthetic Education Function of Dance Teaching in the New Era

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Abstract: Dance teaching is an important part of higher education. After years of development, college dance teaching has made remarkable progress overall, but with the deepening reform of college curriculum, some departments in college dance teaching that do not meet the requirements of talent training must be reformed and adjusted accordingly. At present, college dance teaching in China has presented a new development trend. This paper expounds the development trend of dance teaching in the new era, and briefly analyzes the aesthetic education function of dance teaching.

1. Introduction

With the advancement of China's culture and education, college dance teaching pays attention not only to the imitation of some mechanical dance movements, but also to inspiration for students' perceptions and inner feelings that make dance more humanistic in emotion and more attractive in performance. In the new historical era, the development of college dance teaching has shown the thriving situation and some new development trends.

2. The development trends of college dance teaching in the new era

It is a significant stage for growth during one's staying in the college. At this stage, the accumulation of knowledge, the development of personality, the establishment of aesthetics, and the improvement of overall literacy are equally important for one's healthy development in the future. Under the background of advocating quality education, and in the critical period of curriculum reform which has entered the depths, the development of efficient dance teaching is steadily advancing in constantly adjustment, exploration, and innovation. As far as the author believes, the current development trends of college dance teaching in China are mainly as follows:

2.1 Gradually establish a teaching concept based on students

In the traditional college dance teaching, teachers are the main body and students are subordinates. It seems that students are always the receivers and teachers are the givers in traditional education which has largely killed students' creativity and initiative in learning. In the classroom, the absolute authority of teacher is rarely challenged, and it is difficult to tap the personality of students. The direct result of the straightforward teaching method is that the classroom atmosphere is boring and it's difficult to highlight teaching effect. How to change the

shortcomings of traditional college dance teaching? It has long plagued the healthy development of college dance teaching. In fact, this problem has generally existed in college dance teaching. The quality education is aimed at removing the drawbacks in traditional college teaching in China, and leading the disciplinary construction to a new progress with different perspective. It must be put first that change the positioning of students and teachers in traditional teaching in advocating quality education. Who is the main character of the class? How to take a scientific division of labor for teachers and students? How to resolve the contradictions between teaching and learning? These are systematic problems. Only practical understanding of the general requirements and general guidelines of quality education, as well as conscientiously implementing in teaching practice, can these problems be properly solved. At present, there is a comforting situation that the college dance teaching in China has gradually adjusted the teaching ideas to quality education. In the classroom teaching, the teachers play a leading role, and the students should be the main characters of classroom teaching. Of course, it is a gradually improving process. It is difficult for teachers and students to adapt to the quickly change in short time if the role exchange carried out thoroughly at the beginning. As long as the reform direction is correct and the development trend is good, the good educational teaching effect will surely display by time. Student-oriented college dance teaching can fully stimulate the active initiation of students, exert their creativity and develop their independent learning consciousness, so that lay a good foundation for their future comprehensive development. What need to be state here is that the teaching concept of taking students as the main body of the classroom is not to weak the teachers' influence, on the contrary, the author believes that the teaching mode based on students raise higher requirements for teachers. The traditional college dance teaching methods are monotonous, and the teaching process is easy to operate. While the new teaching mode is flexible, and the control of tempo is often the key element to success. It seems simple but actually complicated that complete the teaching tasks through teaching students in accordance with their aptitudes, so that different students can improve their abilities in learning.

2.2 Teaching aids are greatly improved

When it comes to teaching aids, the first comes to people's minds is science and engineering. All subjects of science and engineering are really in the forefront of various subjects in information and new media teaching. However, in recent years, the teaching methods of college dance teaching have also been rapidly improved. Micro-lecture and MOOC have been widely used in some colleges. Micro-lecture is a very popular teaching method in recent years. As the name implies, it means that the teachers state the knowledge points of dance teaching with multimedia aids. The form of micro-lecture is novel and modular, which displays powerful functions. The micro-lecture was first popular in foreign countries and was later introduced into China. Many key colleges belonging to the "985" and "211" projects have attached great importance to the construction of micro-lectures, so that almost each subject has its matching micro-lecture system. Some colleges do not have the ability to develop micro-lectures independently due to their own condition limiting, but they have also established their own micro-lecture teaching system with the help of introduction from others. After years of construction and development, the campus network laying in China's colleges has been basically completed, so that the construction of micro-lecture system is fully qualified in terms of hardware. College dance teaching teachers are mostly from the liberal arts whose computer skills and information ability are weak, so that the school should play the role of organizer as well as implementer in the construction of micro-lecture system. The colleges should extensively listen to the curriculum design ideas of dance teachers, organize the corresponding technical forces to build the framework and platform of micro-lecture. The courseware of micro-lecture is always produced by the teacher. Most dance teachers should raise their awareness, be active at learning, be good at

thinking, and gradually improve the ability to make micro-lecture courseware instead of using their own deficient abilities and techniques as an excuse. The author has seen a set of micro-lecture courseware which consists of more than ten short lecture videos about folk dances. These videos not only tell the history and characteristics of the folk dance, but also elaborate on some key points of folk dance teaching. After all, the classroom teaching is limited in time, but the introduction of aiding methods like micro-lecture breaks the shackles of time and space on college dance teaching which allows students to conduct learning communication whenever and wherever possible.

2.3 Introduction of humanistic education in teaching

Under the influence of exam-oriented education, humanistic education has always been the shortcoming of higher education in China. Many scholars pointed out that the lack of humanistic education in China's higher education has become the biggest shortcoming in the development of higher education. At present, an obvious trend in the development of college dance teaching is to introduce humanistic education into dance teaching. Humanity is an embodiment of thought and also a pursuit of values. Paying attention to humanistic education for students in college dance teaching can effectively improve students' humanistic spirit, moral and emotional cultivation, and significantly promote the comprehensive quality of students and the all-round development of morality, intelligence, physique and aesthetics. At present, there is a serious impetuous emotion in China's art festival, especially under the guidance of commercialization, art has completely become a commercial chip and tool in some fields. Many people also have morbid thoughts about the appreciation of art. The existence of these problems is closely related to the absence of humanistic education. The educational and teaching system in Chinese universities is relatively closed, which is not conducive to the establishment of diversified thinking of students to a certain extent. Therefore, in education and teaching, we must focus on cultivating students' humanistic spirit, and establish good aesthetic standards and value judgment standards for students, so that they have the ability to judge things with a scientific perspective. This is very important for the subsequent growth and development of students. At present, humanistic education has become an important part of education teaching in many college dance teachings, which is a very great breakthrough.

3. Aesthetic education function of dance teaching in colleges and universities

It is human nature to seek beauty. We have an extreme preference for beauty, both in life and at work. Aesthetic education, in short, is to conduct education for students in an aesthetic way. It includes the vision of discovering beauty, the awareness of understanding beauty, the consciousness of creating beauty and so on. Dance, as one of the important forms of artistic expression today, is a kind of beauty of behavior. Dance expresses the connotation of beauty for people with graceful dancing posture and elegant style.

The content of aesthetic education may vary from time to time. At present, aesthetic education has distinctive characteristics of the times. Aesthetic education is different from common knowledge teaching. The main function of aesthetic education is to enable students to cultivate scientific and correct aesthetic standards, and then influence their world outlook, values and outlook on life. Dance teaching in colleges and universities is an important way to cultivate students' aesthetic education ability.

The aesthetic education function of college dance teaching mainly includes the following aspects:

3.1 Based on the dance form, strengthen inner beauty

Dance, in some ways, is a beauty of behavior, beauty of form. The basic requirements of dance movements are harmony, stretch and flexibility. The process of dancing training is the process of improving the physical beauty of students. Through the practice of dancing, they can have graceful posture and beautiful curves. The expression of dance language is also rich and colorful, and often a dance move can hold audiences spellbound. Dance is often combined with music to express the understanding and emotion of things in a wonderful way. College dance teaching is to let students begin to have a preliminary understanding of beauty in the shaping of the body. On this basis, through the guidance and explanation of the teacher, students can gradually visualize the concept of beauty, the inner and extension of beauty from their heart, and gradually establish their own aesthetic system.

3.2 Help students build up a strong sense of confidence

The performance of the dance requires a stage and requires audiences. Dance is not an art form of narcissism, it is more to go on stage for the audience to enjoy. Dance performance has very high requirements for students' posture and skills. Confidence is essential to achieve the desired performance. Only the dancer's self-confidence can perform the connotation and style of the dance, so that the audience can appreciate a different charm in the dance performance. Through successful stage performances, students often receive great encouragement and satisfaction, and self-confidence will be greatly improved.

3.3 Stimulate students' creativity

College dance teaching plays an important role in stimulating students' creativity. College dance teaching under quality education takes students as the basis of education and teaching and carries out targeted teaching methods according to the characteristics of different students. In such a teaching pattern, the potential of students has been fully tapped. On the basis of the maturity of basic aesthetic standards, students have their own original ideas and creative thinking in both the pursuit of beauty and the way to seek beauty.

3.4 Promote the formation of students' aesthetic language

Everyone has different views on beauty and different expressions of beauty. College dance teaching can fully promote students to express humanistic spirit in a specific form and in a unique aesthetic language form. The dance lacking the human spirit is empty, and it is difficult to arouse the audience's resonance. Dance is also a language that has its own sound language architecture. How to accurately express the humanistic spirit without appearing to drift with the current or feel isolated and abrupt requires a very high artistic cultivation. College dance teaching is a step by step process in promoting the formation of students' aesthetic language, but this process is the most critical stage for the formation of students' aesthetic language.

4. Conclusion

In the new period, dance teaching in colleges and universities in China shoulders an important historical mission. It is not only an education problem, but also a social problem to cultivate high-level professional talents who meet the needs of the society, have high ability and accomplishment, and have great development potential. As education workers, we must dedicate

ourselves to college dance teaching with a sense of mission and responsibility, actively explore new educational and teaching ideas, and strive to promote the sound development of college dance teaching.

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