

The Role of Image Resources in Dance Teaching under the Background of Information Technology

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Abstract: Dance is the art of vision and hearing. Image resources (including online video) have the characteristics of intuitive image, which can fully display dance movements, rhythms and emotions. However, there are still some problems in dance teaching in China, such as lack of video, physical pictures and demonstration animation. Teachers use multimedia to present students only simple information such as text and graphics. The advantages of multimedia have not been brought into full play. It not only wastes resources, but also affects the improvement of dance teaching quality. Reasonable use of image resources in dance teaching can achieve good teaching results. Firstly, the dissemination mode of dance image resources is analyzed. Then this paper analyses the role of image resources in dance teaching under the background of information technology. Finally, some suggestions are put forward.

1. Introduction

Dance is an artistic style of organizing and rhythmic human movements, with rhythm, expression, composition, shape and other elements to create images and express emotions. It is both visual and auditory art. We will receive unexpected teaching effect by flexibly visual image materials in dance teaching. The artistic image of dance is created by rhythmic movement. On the one hand, dance education can improve people's perception ability, aesthetic ability and appreciation art ability, which meet people's high-level pursuit of beauty. On the other hand, through dance training, we can achieve the goal of strengthening and beautifying our body, thus enhancing people's appreciation art ability and self-confidence. In teaching, the style, rhythm and emotion contained in dance are difficult for teachers to explain clearly to students in language. Through the stimulation of multiple senses, dance image resources activate students' thinking. For example, when learning Xinjiang dance, the image resources show white clouds floating in the blue sky, a herd of cattle and sheep on the green grassland eating grass leisurely. In the melodious style, characteristics and rhythm of dance, not only has rich perception, but also has a specific understanding of the Uygur living environment and customs. The application of information technology in dance teaching and dance culture can restore the true face to the greatest extent. Students can experience the real situation and enjoy dancing.

2. Dance image resource dissemination model

Through combing the basic concepts and models of communication, we have a macro

understanding of communication. We take dance image recording as the research object. From the perspective of communication, this paper uses the theory of communication to study it. As a communicator, the author of the image works is based on the purpose that the image works are recognized by others and society. Video works are disseminated to the image database through the network. After editing and processing by the staff in the image database, the image works can be published to the front desk of the image database. Then it will achieve the audience's reading. The basic process of image work information from disseminator to receiver is shown in Figure 1.

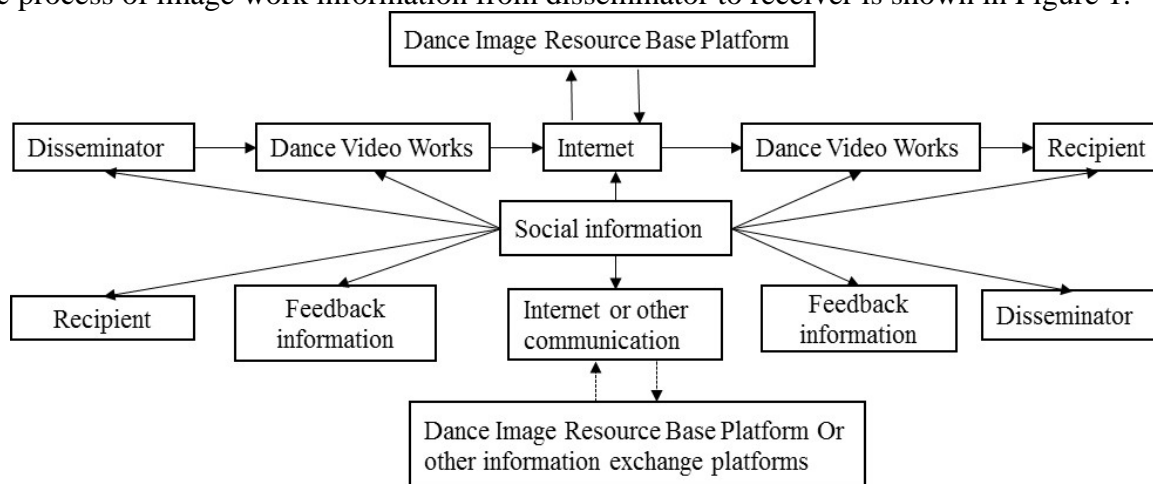


Figure 1: The Basic Process of Image Resource Base Dissemination

3. The role of image resources in dance teaching

3.1 Protection of intangible cultural heritage

The brilliant human civilization has left us a lot of rich and precious cultural heritage. Dance, as a cultural heritage, is very difficult to protect, so for a long time it has been faced with the dilemma of being on the verge of being lost. Since ancient times, dance art can not be clearly preserved records, so many excellent dance works are lost. At present, the most effective method is to store dance with video recording. Dancers of all ages have been making unremitting efforts to record dances. The birth of dance score is the beginning of recording dance art. After the birth of video technology, the recording problem of dance can be perfectly solved. Video recording of dance makes dance recording both physical and spiritual. Recording dance with images can inherit the historical value and artistic value. It is the best way to protect and preserve the intangible cultural heritage of dance.

3.2 Deeply influencing the spread of dance

Video recording of dance has a far-reaching impact on the dissemination of dance. Dance is the oldest art of human beings. From the day of human birth, along with human civilization, it is still an art form that we like to see and hear. We study the spread of dance, mainly in space and time. First, the space dissemination of dance has achieved a breakthrough. Dance image resources can break through the space constraints, and the dance can be transmitted to audiences thousands of miles away. Second, the time spread of dance has achieved a breakthrough. Dance image resources can break through the time constraints, and the dance can pass on to future generations of learners. Video recording dance enables the disseminators and receivers of dance to complete the transformation from professional to popular. Video recording of dance breaks through the limitation

of time and space. The biggest difference between dance music and image transmission is that dance video recording is more intuitive and easy to master than dance music recording.

3.3 Deeply influencing dance discipline

After the advent of dance image recording technology, dance enthusiasts can learn from dance image data. Such a learning method has a great impact on the audience of dance learning. First, the composition of dance learners has changed dramatically. Secondly, the number of dance learners has greatly increased. Since the birth of dance, dance is mainly a teaching mode inherited by teachers and apprentices, focusing on oral and personal teaching. This kind of teaching mode still follows up to now. In modern dance schools, teachers still teach students an upgraded version of teacher-apprentice teaching. After the expansion of enrollment in Colleges and universities, the number of students has greatly increased. However, the teaching methods of dance teachers are still traditional teaching methods, such as demonstration of dance movements by teachers, oral explanation, imitation, experience and practice by students. The advantages of this teaching mode are self-evident. Its disadvantage is that the number of people who can receive education is small, and it can not meet the needs of the general public for dance learning. The emergence of video dance recordings has changed this. Dance image resources have become an auxiliary teaching means of audio-visual teaching and a useful supplement for teachers.

4. The use of dance image resources in teaching

4.1 Developing diversified dance teaching activities

With image resources, we can carry out various forms of dance teaching activities. Through diversified dance teaching, students can deepen the content and knowledge of classroom teaching, but also can improve students' understanding. Oral and personal teaching, as a traditional dance teaching method, has some advantages, but it is still relatively backward in the information age. During the study period, besides learning knowledge, the more important thing is to learn the methods and skills of acquiring knowledge. With image resources, students can acquire new knowledge and methods. Through the teaching of image resources, students can observe the teaching of other dance and then deepen their understanding of the content. For example, in ballet basic training class, students can understand the training methods and characteristics of different kinds of dances, such as body, style, rhythm, etc. by watching the images of classical ballet, classical dance and national dance. Which will further deepen the understanding of ballet. Diversified information acts on dance teaching, which can make students' thinking activities easily break through the difficulties and limitations of abstract logic. Students can enter the learning state of abstract concepts and perceptual knowledge. Driven by curiosity and enterprising spirit, students can reorganize their experience and artistic elements, and then strive to find new forms of dance expression.

4.2 Combining external and internal classroom

The traditional classroom teaching hours are 45 minutes, which mainly focus on teaching content and skills. Due to the limitation of time and teaching content, teachers seldom discuss and explain dance culture in class. At the same time, the traditional dance teaching takes the classroom as the center. The teacher chooses the content to study and test around the relevant content. The dance teaching process under the image and information environment has changed from "classroom-centered" to "paying equal attention to both classroom and extracurricular activities".

Accordingly, the teaching content has changed from "textbook-centered" to "laying equal stress on both textbooks and culture". Teachers ask students to do some extra-curricular studies, such as understanding various cultures and customs. Only in this way can the very limited classroom teaching be extended, students' reading capacity and knowledge will be expanded, and dance culture will be unconsciously extended.

4.3 Combining teacher's explanation with student's practice

Although image teaching has a strong teaching function, it can never replace the leading role of teachers in the teaching process. In addition to the main points of dance learning taught by teachers, the most important thing is to get from their own practice. Only through long-term training can students master the dance skills with artistic expression in practice. In dance classrooms, it is not enough for students to rely solely on mirrors to correct their errors. Because many complex movements and skills students can not do while watching and practicing. But using image technology can decompose complex actions and techniques into several actions and play them over and over again. Students can also watch and control exercises repeatedly to correct errors and train and master their motor skills correctly. Therefore, the use of image teaching can fully improve the efficiency and quality of students' learning.

5. Conclusions

Image resources can make the teaching content intuitively and vividly present in front of the students, so that the students can be immersed in the situation, and thus be influenced by art. Through the dance image resources, the students' understanding and memory of the teaching content are further deepened, and they have a strong interest in the action they want to learn.

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