

Discussion on the Reform of Teaching Management Mode of Dance Specialty

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Abstract: To sum up the experience of dance teaching management, to reform the teaching management mode of dance major, to build a high-quality classroom and to cultivate comprehensive talents are the key tasks at this stage, which must be paid attention to by the relevant teaching staff. Therefore, this paper analyzes the teaching management mode of dance major, after a brief understanding of the current situation of the development of teaching management of dance major, starting with the management principles and teaching contents, and aiming at the problems existing in teaching management, puts forward specific management reform countermeasures.

1. Introduction

The reform and development of teaching management of dance specialty can create better conditions for talent training. However, at present, the dance major in most colleges and universities has not formed a mature professional teaching management model, and the teaching effect is not ideal. The comprehensive quality and professional skills of dance graduates are uneven, the practical ability is weak, and can not meet the actual needs of employers. Therefore, it is necessary to strengthen the reform of the teaching management mode of dance major in order to improve the teaching quality.

2. The Present Situation of the Development of the Teaching of the Dance

Teaching management plays a very important role in the teaching activities of dance, and is the key to the cultivation of high-quality talents, but there are still many problems in the current situation of development. In order to better analyze the present situation of the development of dance professional teaching, this paper makes a survey of the teachers and students of the dance major in a number of colleges and universities, and the results show that the teaching effect, the course setting, the teaching method, the teaching environment and the professional development of the dance major have some problems.

First, from the point of view of the overall effect, although the current dance majors can meet most of the students' needs, there are still some problems, the overall efficiency is lower, the quality is poor, and so on, the problem still has not been solved, and the future development of the students has a serious negative impact. Second, from the angle of the course setting, most of the dance major courses are set and unreasonable, the content of the study is divorced from the actual demand of the post, the teaching content is more ancient, the tradition, the inability to really attract the students, the student's subjective initiative is poor. The most important is that most of the courses in the dance major are based on the theory, the content of the practice is less, it can't be Really exercise students' ability to apply. Third, from the point of view of teaching methods, some teachers have old teaching ideas, lack of innovation, no new elements, and poor classroom efficiency. Fourth, from the point of view of teaching environment, the teaching environment belongs to hidden curriculum, which aims to influence students invisible and change students' attitude and concept, but most dance students are dissatisfied with the teaching environment, which clearly indicates that they need good learning and practice environment, and can not carry out practice in time after learning, which leads to the reduction of teaching efficiency. Fifthly, from the point of view of professional development, professional teaching is weak, and dance specialty itself is practical. In the course of teaching, we

must fully consider the characteristics of students' future career and carry out teaching activities from many angles. Through the test, it is found that some students are tired of their future career choices and are unwilling to engage in this kind of work. In the long run, it will greatly hinder the development of students' personality and learning enthusiasm.

3. Reform Principles of Teaching Management in Dance Specialty

Dance major in the teaching process, must form a variety of rich, scientific teaching activities, the theory and practice courses into one, so that students can learn to use. Therefore, in the process of teaching management, we should also start from the practice of teaching, create a scientific and reasonable teaching management system, and give full play to the role of training dance talents. The construction principle of the teaching management mode of dance specialty mainly includes the following aspects: first, we should start with the training goal, let the teaching management and the talent training goal adapt, so that we can really realize the expected training goal. This needs in the actual management process, from the actual. First, we should fully consider the situation of students, graduate jobs and other factors, fully implement teaching management, and train dance talents to meet the needs of society. Second, it is necessary to carry out the teaching links one by one through teaching management, so that the theoretical and practical teaching can be truly integrated and permeated, so that the teaching links can be closely related to each other, and a perfect and systematic teaching system can be created. Third, starting from the teaching design, in the process of teaching management, we should strengthen the attention to the teaching design, ensure the reasonable teaching progress, meet the actual needs of the practical links, make the teaching achieve the predetermined teaching objectives, and gradually improve the students' dance skills. Finally, we should start with the training scheme, construct a standardized talent training scheme, master the learning situation of students through teaching management, and effectively test the teaching effect of dance practice.

4. The Reform Countermeasures of the Teaching Management Mode of Dance Specialty

It can be seen that although there are many contents involved in the teaching of dance specialty, the management objectives are very clear in the teaching management of dance specialty, so in the process of reforming the teaching management mode, it is necessary to carry out the following aspects.

4.1 Reasonable Arrangement of Teaching Content

In order to achieve good teaching results, we should arrange the teaching content reasonably, guide students scientifically in the teaching process, change the teaching content with the development of the times, and break through the original form of teaching management ideas and innovate. The teacher should break through the fixed teaching mode and the content of the teaching materials according to the actual needs of the students, and improve the teaching content comprehensively so as to train the students to form the creative thinking ability. Therefore, it is possible to carry out the scientific reform of the teaching content through the dance teaching management, so as to make it more time-specific and meet the practical demand of the teaching and development of the dance. For example, in the course of carrying out the teaching, the dance specialty of a university is clearly positioned, In combination with the specific teaching guiding ideology and goal, the teaching content is designed, the professional characteristics are fully highlighted, and the teaching quality is really improved. The main object of the teaching management is the teachers and the students, the management department should carry on the survey and visit to the teachers and students, understand the students' needs, thus change the teaching focus, from the original theory teaching, transfer to the material teaching, the practical teaching, according to the characteristics of the dance to develop the course content, Give the students enough creative space and inspire the students to think.

4.2 Comprehensive Optimization of Teaching Environment

The main content of the teaching management mode of the dance is to be determined by combining the theoretical knowledge learning and the social position application, and fully exciting the students' learning enthusiasm and comprehensive ability, and improving the subjective initiative of the students. Expand the teaching management of high quality and all-round, effectively improve the teaching effect, drive the development of the teaching, and lay the foundation for the follow-up teaching activities. In the course of the development of dance, the teaching management should be carried out from two angles in class and course. From the current teaching environment management of classroom teaching, the teaching equipment of many dance majors is more backward, there is a lack of new teaching facilities, and the teaching tools are relatively single. For example, the teaching management department of a school of dance has carried out a survey on the existing dance classroom, and it is clear that the teachers need to increase the facility equipment, and supervise the relevant departments to purchase the facilities and equipment, create a good learning environment for the students, and improve the students' learning interest. In addition, the school management department will regularly organize the students to participate in the probation work, and consciously provide the students with a professional environment, so that the professional ability of the students is improved [1].

4.3 Scientific Improvement of Teaching Methods

As far as dance teaching is concerned, in the actual classroom teaching process, teachers should not only transfer professional theoretical knowledge to students, but also combine theory and practice, fully mobilize students' learning motivation, stimulate students' learning enthusiasm, and carry out a series of dance teaching activities. In this process, teaching management plays an important role in guiding, organizing, coordinating and supervising to ensure the effect of classroom teaching. The improvement of teaching method is also the key task in teaching management. According to the teaching content of dance specialty, teaching management mainly revolves around three aspects, namely: classroom teaching, social practice teaching, new media teaching. In the process of teaching management, it is necessary to carry out the guidelines of quality education in an all-round way, establish a teaching system with the basic purpose of talent quality education, optimize teaching methods in an all-round way, realize autonomous learning, interactive teaching and enhance interest in learning [2]. For example, in the process of using new media for teaching, teachers should try to use a variety of different information technologies to carry out teaching, so as to give full play to students' imagination and creativity, let students carry out dance creation, improve teaching effect and reduce teaching cost. In this process, teaching management must strengthen the requirements of teachers, require teachers to establish a correct teaching consciousness, in the process of teaching, modern teaching methods and new teaching methods are actively applied to fundamentally improve the teaching mode.

4.4 Strengthen the Teaching Link of Practice

In the process of social practice teaching, teachers should encourage students to actively participate in various social practices, improve the ability of stage performance, and arouse students' enthusiasm for learning and creation. In this process, the teaching management needs to select the students' actual situation, judge the teaching effect, adjust the teaching plan, design the scientific and reasonable teaching plan according to the students' ability and teaching schedule, and give full play to the supervision function of the management department. Teaching management departments should actively expand international art exchanges, broaden students' artistic environment, while cultivating students' dance art skills, fully tap students' artistic potential and cultivate students'. The teaching forms an effective teaching management mode. For example, the teaching management department of a school of dance has always adhered to the introduction of foreign experts to undertake the teaching tasks of the school, and actively promotes the international exchange of the colleges and universities, and effectively guides the students through the combination of production and learning.

4.5 Reform of Professional Assessment Methods

The most important work of teaching management is to evaluate, make use of a variety of different evaluation activities, formulate specific evaluation methods, strengthen the organization and management of the new media teaching process, and ensure that the dance teaching can achieve the expected goals. The teaching management department should establish a scientific and reasonable evaluation mechanism, carry on the omni-directional, multi-angle evaluation for the teacher and the student, let the student and the teacher realize their own level in time, so as to take the initiative to improve their own strength. It should be noted that in the process of establishing evaluation mechanism and assessment method, encouragement should be given priority to avoid greater pressure on students and teachers, so as to lack motivation [3].

5. Conclusion

In summary, as an art major, there are strict requirements for practical application, so in the process of teaching management, we should strengthen the importance of practical teaching so that students can get valuable experience. Therefore, in the process of actual reform, it is necessary to strengthen art practice, art exchange and change teaching methods in order to ensure the fundamental implementation of every link, so as to improve the construction of science, system, perfect teaching management mode and dance teaching system in an all-round way.

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