

Research on Teaching Methods of Basic Dance Skills Training in Higher Vocational Colleges

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Abstract: Higher vocational colleges aim to cultivate professional talents by developing students' practical ability and improving their basic level during teaching activities. Basic dance skills training is one of the core tasks in the teaching of dance related majors. In order to strengthen students' basic ability, teachers should study teaching methods deeply, carry out teaching according to students' characteristics and needs, and teach students according to their aptitude. This paper analyzes the present situation of basic dance skills training and teaching in higher vocational colleges, expounds the content and importance of basic dance skills training, and puts forward corresponding teaching methods.

Students of dance major must be equipped with basic dance skills to learn more content and master more movement skills. Basic dance skills include upper movement and lower movement. The former includes squat, circle, leg pressing, and jete. The latter includes spin, figure, and jete. In addition, musculature, stage performance, and standard movement also belong to basic dance skills. In the process of learning dance, students can further improve their ability level after they have mastered the basic skills. Therefore, teachers should strengthen the training and teaching of basic dance skills, so as to lay a good foundation for students and ensure their continuous development and progress.

1. Status Quo of Basic Dance Skills Training Teaching in Higher Vocational Colleges

1.1 Weak Foundation

A dancer's level of professionalism is influenced by a combination of factors, including balance and flexibility, that fall within the basic skills of the dance. Therefore, students' dancing level cannot be improved if basic skills training is not good enough. Currently, the dance foundation of higher vocational students is weak. Higher vocational colleges mainly cultivate vocational and technical talents. The education level and learning ability of students are relatively poor. In the process of learning dance, many students do not have a good understanding of basic theories and basic skills. Some students even have poor flexibility and coordination ability. In the process of basic skills training, they are not only poor in coordination, but also lack of initiative and enthusiasm. They are not interested in learning basic skills, thus affecting the teaching efficiency and quality. [1] This is mainly because that students have insufficient understanding of the significance of basic dance skills. As a result, they are not interested in learning basic dance skills and lack of initiative in class.

1.2 Insufficient Training Time

Due to the limited teaching time, it is difficult for teachers to make reasonable distribution of practice and performance time. In general, students spend too much time on dance performance, but insufficient time on basic dance skills training. Due to the lack of practice time, the students' mastery of basic dance skills is not comprehensive, leading to poor performance effect. Without professional dance training, many students are facing the problem of weak dance foundation. If

teachers do not provide students with more time for training, nor students themselves pay attention to daily training, students' progress and development will be affected. As a result, it is difficult to improve students' comprehensive quality, with being unable to achieve the ideal learning effect. At the same time, students' own advantages and special skills cannot be effectively utilized.

2. Significance of the Teaching of Basic Dance Skills Training in Higher Vocational Colleges

2.1 Training Content

For dancing students, learning basic skills can not only improve their skills, but also strengthen their physical qualities. In the process of dancing, students have to use each organ and sense of the body, with different forms of movements. Therefore, to improve the dance level of students, it is necessary to strengthen the basic skills of students. First, we should do strength training well. To finish a dance movement, students need to rely on their sufficient strength. Dancers rely mainly on muscles to gain strength, including controlling speed, strength, and jumping ability, etc. Second, we should train students' flexibility. Flexibility is a very important skill for dancing. Only with good flexibility, can students ensure the smooth completion of each movement, while improving the technical and artistic dance. From the perspective of range of human joints motion, people with higher flexibility have a larger range of joints motion, which can show more smooth and elegant movements and achieve the effect of rigid and soft combination. Flexibility plays a great role in the process of artistic image building. Therefore, it is necessary to strengthen the flexibility training. [2] Third, we should train students' control and stability. Control is the ability to maintain balance during muscle tension. Control can be used to position the dance. Stability is the ability to adjust and control the body to restore balance and stability, to ensure that the movement can be freely retractable. Fourth, we should train students in flexibility and coordination. Coordination is the ability of each muscle group to work together, while flexibility is the ability to change the direction of a limb. Good flexibility and coordination can improve students' physical activity ability, help complete more complicated and difficult dance movements, which is conducive to the shaping and interpretation of characters.

2.2 Significance of Training

Higher vocational students need solid basic dance skills to improve their professional quality. Basic dance skills play a very important role for dancers. First, it can improve dancers' posture. Without solid basic dance skills, students may face stiff movement, body discordance, and body instability. It affects students' performance as well as further study. Due to the lack of solid basic skills, the poor external performance will affect students' confidence in learning dance, leading to the difficulty in improving students' dance quality. Their temperament cultivation cannot meet the aesthetic requirements of the audience, thus affecting the viewing effect. Secondly, muscle training is one of the most important parts of basic training. Through basic training, students can improve their muscle level. With the support of muscles, students are able to ensure the strength, speed, flexibility and other functions of the body, so as to realize the virtuous cycle of exercise and growth. Thirdly, basic skills can strengthen students' performance ability, so that students can better convey the emotions described in dance works, and shape characters more vividly and comprehensively. On the one hand, solid basic skills can enable students to better grasp and shape the stage image and strengthen the physical quality, so that students can play all kinds of dance skills incisively and vividly. On the other hand, it can improve the cultivation and temperament of students, strengthen the audience's watching experience, and create emotional resonance between the audience and performers, so as to improve the performance effect. For higher vocational students, basic skills play a very important role in various dance disciplines and are the basis for learning skills and movements. It can make students' actions more standardized and avoid students' wrong imitation, so as to effectively improve teaching efficiency and lay a solid foundation for students' future development.

3. Teaching Methods of Basic Dance Skills Training in Higher Vocational Colleges

3.1 Normative Training

In order to lay a solid foundation in the process of dance teaching in higher vocational colleges, it is necessary to improve students' basic skills and adopt effective training and teaching methods. Only by strengthening students' basic skills can we help improve students' dance accomplishment and performance ability. In the process of basic skills training, normative training, namely standard training, should be strengthened first. Through standard training, we can regulate students' movement to maintain better aesthetic effect, highlight key points of the movement, and strengthen the students' training consciousness. Teachers should develop training programs according to teaching needs to ensure the rationality of the schedule. Normative teaching can start from many aspects, including teaching material selection, time allocation, and facility application. In terms of teaching materials, training contents should be planned according to students' specific learning conditions, and students' skills, special skills and basic abilities should be analyzed to ensure that dance teaching materials meet the teaching requirements. [3] In practical teaching, teachers should adhere to the teaching principle of step by step and encourage students to insist on training to gradually improve students' basic skills. Teachers can demonstrate movements, especially difficult movements in person to deepen students' understanding of movements. For example, in flexibility training, teachers should improve the flexibility of the students' ankle joint by asking students to sit on the ground with their legs, and do the decomposition exercise. Before the practice, teachers can demonstrate for the students, so that the students have a full understanding of the movement to ensure the effectiveness of training.

3.2 Differential Training

The quality and ability of higher vocational students are relatively low. In the process of basic skills training, students are slow to master skills, so teachers need to spend a lot of time and energy. What's more, each student's basic level and learning are different. Therefore, teachers should adopt different training methods and choose different training contents and methods according to different characteristics of students. In practical teaching, teachers should constantly innovate and improve teaching methods, focus on strengthening students' basic skills and learning ability, and reduce the gap between students, so that each student can make continuous progress and development. Teachers can adopt stratified teaching method by dividing students into different levels according to their level and ability and adopting different training methods for different levels of students. Generally, students can be divided into three levels: excellent students with strong learning ability and solid foundation; regular students with fair learning efficiency and foundation; and less advanced students with poor learning ability and foundation. For different levels of students, teachers can adopt different training programs. For example, in muscle training for excellent students, teachers can let students independently carry out the training activities of abdominal and dorsal muscles, strengthen the students' back and abdominal muscles through squat movements, so that the students' back is more straight and more graceful. For regular students, teachers can demonstrate to the students and break down the training movements to help the students master the training method. For the underachiever, teachers should do a good job in teaching and supervision. Teachers should correct the problems in the practice of the underachiever through hand to hand instruction, help the underachiever to make the training plan, and supervise the underachiever to complete the daily training on time. After a certain period of training, students' basic skills will be gradually improved, and the problems of underachiever will be gradually improved. In this way, teachers are able to shorten the gap between students to make sure each student have a good posture and solid ability base.

3.3 Affective Training

Dance performance is not only about demonstration of movement, but also a transfer of emotion. Therefore, teachers should not only demonstrate movements and teach skills, but also cultivate

students' emotions, so that students can have a deeper understanding of dance works, so as to better interpret and shape characters. In dance performance, students need to have good foundation to finish complicated movements and convey emotions effectively. Therefore, teachers should do a good job in standardized movement training, strengthen students' physical coordination and balance ability, stimulate students' emotional resonance, and cultivate students' imagination and creativity, so as to enable students to integrate more emotions in the performance.[4] For example, teachers can first guide students to understand the creation background of dance works, analyze and deduce characters' personality characteristics, and dissect the purpose of characters' movements, so that students can deeply understand the emotional connotation of each movement. In the process of performance, it requires accurate movements to convey emotion. To ensure the accurate completion of the movements, students must have good basic skills.

4. Conclusion

To sum up, in the process of basic dance skills training and teaching in higher vocational colleges, teachers should fully realize the importance of basic dance skills training, understand students' ability characteristics, design teaching plans according to the actual situation, and ensure the normative difference and emotion of training and teaching, so as to promote the improvement of students' dance accomplishment and dance level.

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