

THE DANCE EDUCATIONAL MANAGEMENT IN PRESCHOOL EDUCATION MAJOR IN CHINA

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Abstract

With the development of preschool education, dance education, as an important part of children's quality education, occupies an important position in the preschool education major of colleges and universities. However, at present, the dance education management of preschool education majors in colleges and universities in China still faces many challenges, such as unreasonable curriculum setting, insufficient teachers, and lack of teaching resources. This article aims to analyze the current situation of dance education management in preschool education in Chinese colleges and universities, and put forward scientific and reasonable optimization strategies to improve the quality of teaching and cultivate preschool education talents with professional literacy and practical ability.

Keywords: Dance educational management, Preschool education major

Introduction

Preschool education is an important part of basic education, which plays a key role in children's physical and mental development. Nowadays, preschool education is receiving more and more attention from the state. At the same time, the professional quality requirements for preschool teachers are constantly improving. Preschool teachers must not only have professional theoretical knowledge, but also need to have corresponding professional skills. Dance is one of the skills. (Li, N., 2019)

In recent years, with the advancement of quality education, kindergartens have paid more and more attention to the aesthetic education of young children. Dance education is an indispensable part of it. (Li, N., 2019) We must pay attention to the management of dance education to improve the comprehensive literacy of students and adapt to the development needs of preschool education in the new era. Therefore, it is of great practical significance to study the current situation of dance education management of preschool education majors in colleges and universities and put forward optimization strategies.

The current situation of dance educational management in preschool education major in China university

Course content. At present, most college preschool education professional dance courses cover ballet basic training, ethnic folk dance, children's dance, etc. However, the content of the curriculum is out of the fact that it is the actual needs of the kindergarten, we have to pay special attention to learning and mastery of kindergarten dance knowledge of students in dance teaching. (Bi, Y., 2011) For example, in the teaching of ethnic folk dance, it may pay too much attention to the teaching of dance skills, and ignore how to simplify and adapt it into content suitable for children's learning; the dance curriculum lacks systematization and hierarchy, and fails to meet the needs of students at different levels. students in preschool education major mostly haven't received dance education in any form during their junior and senior high schools, so they are almost blank in knowledge in dance (Bi, Y., 2011), the course content setting Students are unable to complete the teaching tasks due to difficulties.

Course proportion. Dance courses account for a relatively low proportion of the total curriculum of preschool education majors. Generally speaking, the proportion of dance course credits in the total credits is about 10%-15%, mostly colleges in China, preschool education major just dominate two classes in a week for students, every lesson just only spending on 1.5 hours (Yang, M., 2022), resulting in students' limited time and energy invested in dance learning, and it is difficult to deeply master dance skills and teaching methods.

The number of teachers. The number of dance teachers majoring in preschool education in some colleges and universities is insufficient. With the expansion of the enrollment scale of colleges and universities, the number of students has increased, and the staffing of dance teachers has not kept up in time, resulting in an imbalance in the proportion of teachers and students and affecting the quality of teaching. For example, the number of dance students in some classes reaches 40-50, Due to the lack of teachers, it is difficult to provide detailed guidance to each student.

Teacher structure. The teacher structure is unreasonable. On the one hand, there are few teachers with rich practical experience in kindergarten teaching. Most teachers graduated from dance colleges and universities with rich theoretical knowledge, but lack front-line teaching experience in kindergartens. It is difficult to closely combine dance teacher with early childhood education in teaching. On the other hand, low-level dance teaching faculty can hardly improve the teaching ability of dance courses, and low level teaching ability of dance teachers will have an impact on the construction of dance teaching faculty, the dance teaching works cannot be carried out effectively (Ma, F., 2021), the proportion of "double-teacher" teachers (with both solid dance expertise and education and teaching ability) is low, which is not conducive to the cultivation of fully developed preschool education professionals.

Strength of teachers. Teachers lack of teaching means and methods, and the single teaching method of "indoctrination" still occupies the dominant position, (Gong, X., (2019). Colleges and universities lack professional dance teacher training and training mechanisms. Teachers do not take the initiative to improve their level, which affects the improvement of teaching quality and the construction of dance courses in preschool education.

Problems in the management of dance educational in preschool education major in China university

The target positioning is blurred. The goal of the professional dance course in preschool education should focus on cultivating professionals who can adapt to kindergarten dance teaching. However, in terms of dance courses, many colleges and universities are still accustomed to the professional curriculum system of dance academies and the teaching management structure is simple as the teaching emphasizes on "skills training", while ignoring the particularity and practice of preschool education sexuality.(Li, S. 2019)For example, the curriculum may overemphasize the professionalism of dance professional skills and ignore the cultivation of interesting and enlightening teaching methods required by early childhood teachers in actual teaching.

The curriculum integration is insufficient. The connection between dance courses and other pre-school professional courses is not close enough. For example, the children's dance creation course lacks an organic connection with the children's psychology and pedagogy course. When students create dance, it is difficult for students to create according to the psychological characteristics and cognitive laws of children, which affects the cultivation of students' comprehensive ability.

Teachers' professional literacy needs to be improved. Although some dance teachers have professional dance skills, they lack the theoretical knowledge of preschool education, and

can not combine the physical and mental development characteristics of preschool children in education, ignoring the subjectivity of preschool education. For example, In the choice of teaching content, some dance teachers arranged a large number of difficult adult dance movements, without taking into account: The dance class of preschool education major is a professional skill class which cultivates practitioners undertaking kindergarten education and which has the practical operation and applicable competence of dance. (Bi, Y., 2011).

Insufficient opportunities for teacher training and development. At present, there is the problem of insufficient teaching team and faculty in college dance teaching. (Wu, S., 2023). Colleges and universities do not support the training and development of dance teachers majoring in preschool education. Teachers lack opportunities to participate in professional training and academic exchange activities, resulting in the aging of their knowledge structure and the inability to keep abreast of the latest concepts and methods of dance education in the field of preschool education, which affects the improvement of teaching quality.

Optimization strategy for dance educational management of preschool education major in China university

Clarify the course objectives. Guided by the cultivation of applied talents to meet the needs of kindergarten dance teaching, the goals of the dance course are clarified. It emphasizes the cultivation of students' dance teaching ability, children's dance creation ability, and the understanding and practice ability of children's dance education. For example, it is clearly stipulated in the curriculum objectives that students should be able to design and implement interesting and educational dance teaching activities according to the characteristics of children of different ages. At same time, the teaching goals and contents of dance courses should be adjusted continuously in accordance with the requirements of social development and the characteristics of the times. (Ma, F., 2021)

Optimize the curriculum structure. Reasonably adjust the proportion of dance courses in the professional curriculum system of preschool education, and appropriately increase the credits of dance courses to ensure that students have enough time for dance learning. At the same time, strengthen the connection between dance courses and other preschool education professional courses. As a multi-ethnic country, China has a very rich folk-dance resources with the call of the country for the promotion of traditional culture in recent years, many kindergartens have begun to think about bringing local opera and folk-dance art to the campus (Li, S., 2019), Create a children's dance course with hometown national characteristics. For example, In the teaching content, the national music, dance movements and children's dance are deeply integrated, choreographed into a complete local ethnic children's dance. Students can be exposed to unique national music, interpret national culture through physical movements, enhance their sense of identity and pride in their hometown, and also improve their artistic cultivation and physical quality.

Improve the curriculum system. The curriculum includes basic dance skills training, teaching methods and other modules to form a scientific and reasonable curriculum system. We can also open some elective courses closely related to kindergarten dance education practice, The Professor of diverse dance culture and early childhood dance teaching theory, and to Combine the teaching and work practice in school and conceive a new teaching system. (Li, S., 2019), such as children's dance game design, children's dance education case analysis, etc, to broaden students' knowledge and horizons. Focus on the comprehensiveness and practicality of teaching content, in order to cultivate students' all-round development of dance literacy. (Wu, S., 2023).

Improve teachers' professional literacy. The teaching team and faculty of dance teaching in colleges and universities are important factors affecting the quality and effect of teaching. (Wu, S., 2023) Dance teachers are encouraged to participate in the training and learning of preschool education majors to improve their theoretical knowledge of preschool education. For example, regularly organize teachers to participate in preschool education seminars, academic lectures and other activities, and invite preschool education experts to teach, so that teachers can have an in-depth understanding of the laws of physical and mental development and education and teaching methods of preschool children. At the same time, support teachers to participate in dance professional skills training and constantly improve their dance level to better serve teaching; form a personalized teaching model. In practice teaching is based on the number of classes and dance courses set up with the appropriate amount of dance teachers, in addition to the dance teachers on a regular basis of education and psychological training courses to improve the dance teacher's educational skills, so that dance teachers in practical teaching in accordance with the goal of cultivating reasonable teaching content and teaching measures. (Zhang, C., 2019)

Optimize the structure of teachers. Introduce teachers with practical experience in kindergarten teaching to enrich the teaching staff. At the same time, dance teachers should have rich theoretical knowledge reserves, solid practical skills, and broad professional vision; moreover, they should have the ability to integrate multiple disciplines, and a keen insight to seize opportunities in the professional field, (Ma, F., 2021); existing teachers are encouraged to exercise in kindergartens, accumulate practical experience, and improve the proportion of "dual-teacher" teachers. For example, schools can establish cooperative relations with surrounding kindergartens, arrange teachers to go to kindergartens for teaching practice regularly, and participate in the planning, organization and implementation of dance teaching activities in kindergartens, so that teachers can integrate practical experience into classroom teaching. In addition, you can also hire excellent kindergarten dance teachers as part-time teachers to teach or give lectures to students, so that students can understand the actual situation of kindergarten dance teaching.

Conclusion

The management of dance education majors in preschool education in Chinese colleges and universities is of great significance to the cultivation of high-quality early childhood teachers. The implementation of a series of optimization strategies can effectively improve the management level of dance education in preschool education, cultivate more excellent professionals for preschool education, and promote the development of preschool education. In the future, with the continuous deepening of preschool education reform, colleges and universities should continue to pay attention to the development of dance education management and constantly explore and innovate to meet the needs of preschool education talents in the new era.

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