

Heritage and Innovation of Teaching Models in University Dance Programmes

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Abstract: With the development of society and the reform of education, university dance courses are facing the challenge of inheritance and innovation. The purpose of this paper is to analyse the inheritance and innovation of the teaching mode of university dance courses, in order to provide reference for the development of university dance education in China. Firstly, the significance and necessity of inheritance and innovation are stressed through the analysis of the current situation of university dance courses. Secondly, the characteristics and value of the traditional teaching mode are discussed, and its application in university dance courses is analysed. Meanwhile, the problems and challenges in the inheritance process are pointed out. On this basis, this paper puts forward the concept and goal of innovative teaching mode, and analyses the application of innovative teaching mode in university dance courses with practical cases. Finally, from the aspects of teacher training, students' individual differences, teaching methods and internal and external co-operation, it puts forward the strategies for the inheritance and innovation of the teaching mode of university dance courses. The findings of this paper have important guiding significance for promoting the development of university dance education in China and improving the quality of dance courses.

Keywords: University dance course, Teaching mode, Inheritance, Innovation, Strategy.

1. Introduction

With the development of society and the progress of science and technology, the field of education is constantly changing and innovating. As an important part of art education, university dance course shoulders the mission of cultivating dance talents and promoting dance culture. However, in the current educational context, university dance courses are facing some challenges and dilemmas, such as the limitations of the traditional teaching mode and the diversification of students' needs. Therefore, it is of great practical significance to explore the inheritance and innovation of the teaching mode of university dance courses.

2. The Inheritance of University Dance Course Teaching Mode

2.1. Characteristics and Value of Traditional Teaching Mode

The traditional teaching mode is a teacher-centred teaching method, and its characteristics and value are mainly reflected in the following aspects.

First of all, the traditional teaching mode pays attention to the systematicity and completeness of knowledge transfer. Teachers guide students' learning in an orderly manner according to the textbook and syllabus to ensure that students master basic knowledge and basic skills. This mode helps students to establish a complete knowledge system and lay a solid foundation for future study and work [1]. Secondly, the traditional teaching mode emphasises the leading role of teachers. Teachers have rich knowledge and experience, which can effectively guide students' learning and cultivate students' thinking ability and innovation ability. In the teaching process, teachers can stimulate students' interest in learning through questioning, discussion and other ways to improve students' active learning ability. Again, the

traditional teaching mode is suitable for large class teaching. In China, the number of classes is large, and the traditional teaching mode can better manage the classroom and ensure the teaching order. Teachers can flexibly adjust the teaching content and teaching progress according to the actual situation of students to meet the learning needs of different students [2]. In addition, the traditional teaching mode helps to improve students' test scores. Through a lot of practice, students can master the knowledge points and improve their problem-solving ability. In the examination, students trained by the traditional teaching mode can often achieve better results [3]. However, the traditional teaching mode also has certain problems, such as focusing too much on the transmission of knowledge, ignoring the student's main position; the teaching means are relatively single, which is not conducive to stimulating the students' interest in learning and so on. Therefore, in the process of inheriting the traditional teaching mode, we need to reform and innovate it to meet the educational needs of the new era.

2.2. Application of Traditional Teaching Mode in University Dance Courses

In university dance courses, the traditional teaching mode occupies a place with its unique characteristics and values. This mode focuses on the teaching of skills and the instilling of knowledge, emphasising the standardised training of dance skills and the basic education of dance theory. Teachers usually have profound dance skills and rich teaching experience, and are able to guide students to master the basic skills of dance through rigorous training [4].

In this model, students first begin to learn the basic skills of dance, such as standing posture, step movement, and the development of body flexibility. As skills gradually improve, students will move on to a variety of dance styles and dance theatre pieces, including classical ballet and folk dance. Classes are often taught in a group setting, with synchronised movement exercises to strengthen students' ability to work

together as a group.

The traditional teaching model also attaches importance to the education of dance theory, including courses on the history of dance, dance aesthetics, dance anatomy, etc., so that students not only know how to dance, but also understand the culture and science behind dance. In terms of evaluation mechanism, the traditional model tends to assess students' learning outcomes through regular examinations and performances, which helps students build a solid foundation in dance.

However, with the advancement of time and the development of education concepts, the traditional teaching model is facing challenges. For example, it is often difficult to adequately meet students' individual needs, the teaching content sometimes seems out of touch with the times, and too much emphasis on technique may neglect the development of students' creativity and personality. Therefore, while inheriting and carrying forward the advantages of the traditional teaching mode, the university dance programme also needs to make appropriate reforms and innovations to meet the requirements of education in the new era [5].

2.3. Problems and Challenges in The Inheritance Process

In the process of inheritance of the teaching mode of university dance courses, there are some problems and challenges [6].

Firstly, the traditional teaching mode has certain limitations in adapting to the modern educational environment. Due to the development of society and the progress of science and technology, students' learning styles and needs have changed a lot, and the traditional teaching mode often fails to meet these new needs. For example, the traditional teaching mode focuses on the teaching of dance skills, neglecting the cultivation of students' creativity and expressiveness; focusing on classroom practice, neglecting the satisfaction of students' individual differences and personalised needs. Secondly, the problem of teachers in the inheritance process is also more prominent. On the one hand, the quality of dance teachers is uneven, and some teachers lack professional educational background and teaching experience, which makes it difficult for them to be competent in teaching dance courses; on the other hand, the age structure of dance teachers is unreasonable, and the number of young teachers is insufficient, which makes it difficult for the teaching content and teaching methods of dance courses to keep pace with the times. Once again, the inheritance and innovation of dance courses face the challenge of the lack of an effective evaluation system. At present, the evaluation system of dance courses is still often based on students' dance skills and performance level as the main evaluation standard, ignoring the evaluation of students' comprehensive quality and innovation ability. This evaluation system is difficult to stimulate students' learning interest and creativity, and is not conducive to the inheritance and innovation of dance courses.

In view of these problems and challenges, we need to strengthen teacher training, improve teachers' education and teaching ability and professional quality; focus on students' individual differences, teach students according to their abilities, and cultivate students' creativity and expressiveness; and establish a scientific evaluation system to stimulate students' learning interest and innovation ability. Only in this way can we ensure that the teaching mode of university dance

courses develops continuously in inheritance and innovation to meet the new needs of society for dance education [7].

3. Innovation of Teaching Mode of University Dance Programme

3.1. The Concept and Goal of Innovative Teaching Mode

The concept and goal of the innovative teaching mode of university dance courses are diversified, aiming to improve the comprehensive quality of students and cultivate dance talents with innovative spirit and practical ability. Firstly, it takes students as the centre, pays attention to individual differences, fully mobilizes students' enthusiasm, initiative and creativity, and makes students learn dance in a pleasant atmosphere. Secondly, it focuses on the combination of dance theory and practice, cultivates students' comprehensive dance literacy, and improves students' dance creation ability and performance level. In addition, modern technological means, such as multimedia teaching and network resources, are integrated to enrich the form and content of teaching and enhance the teaching effect. At the same time, interdisciplinary integration is stressed, such as combining with music, theatre, film and television and other art disciplines to broaden students' artistic horizons and cultivate their comprehensive innovation ability. Finally, actively carry out internal and external cooperation, such as cooperation with dance groups, art colleges, etc., to provide students with more practice and communication opportunities, and to improve the social influence of dance courses. In short, the concept and goal of the innovative teaching mode is based on cultivating students' all-round development of dance literacy, focusing on personalised and differentiated teaching, integrating modern science and technology and interdisciplinary fusion, and actively carrying out cooperation and exchanges, so as to convey high-quality and innovative talents for the development of China's dance industry.

3.2. Application of Innovative Teaching Mode in University Dance Courses

The application of innovative teaching mode in university dance courses is mainly reflected in the following aspects [8].

Firstly, the renewal of teaching concept. The traditional dance teaching mode mainly focuses on the transmission of skills and the instillation of knowledge, while the innovative teaching mode pays more attention to the overall development of students and emphasises the cultivation of students' creativity, expressiveness and aesthetic ability. Teachers no longer just teach skills in teaching, but guide students to explore the meaning and expression of dance and encourage them to develop their own unique style [9]. Secondly, the teaching content is updated and enriched. With the development of society and the expansion of the art field, the teaching content of university dance courses is also being updated and enriched. In addition to traditional dance skills training and theoretical knowledge learning, modern dance, cross-border artistic cooperation and other emerging areas have been introduced. This can not only meet the diverse learning needs of students, but also stimulate their creative inspiration and enhance their creative ability and performance level. Again, the innovation of teaching methods. The traditional teaching mode is often teacher-centred, and students are in a passive state of acceptance. The innovative

teaching mode pays more attention to students' active participation and interaction. Teachers will adopt more diversified teaching methods, such as participatory teaching and cooperative learning, so that students can learn and grow in practice. This can not only improve students' interest in learning, but also cultivate their teamwork and problem-solving abilities [10]. Finally, the implementation of personalised education. The characteristics and needs of each student are different, so the innovative teaching model emphasises the implementation of personalised education, giving full consideration to the developmental needs of each student. Teachers will formulate individualised teaching plans and provide customised education services according to students' characteristics and potential. This can better promote the development of each student and cultivate dance talents with unique styles.

In summary, the application of innovative teaching mode in university dance courses can not only improve the quality of teaching, but also cultivate more comprehensive and creative dance talents [11].

3.3. Difficulties and Countermeasures Encountered in The Process of Innovation

In the process of innovation in the teaching mode of university dance courses, the first difficulty encountered is the binding of traditional concepts. For a long time, people think that dance education is the cultivation of skills, while ignoring the cultural connotation and emotional expression contained in dance as an art form. In order to solve this problem, we need to strengthen publicity, raise people's awareness of the art of dance, and emphasise the importance of dance education in cultivating students' aesthetic interest, personality cultivation and creative ability [12]. Secondly, the lack of teachers is also a major difficulty in the process of innovation. Excellent dance teachers not only need to have solid dance skills, but also need to have good educational concepts and teaching ability. Therefore, we need to strengthen teacher training, introduce excellent dance teachers, and at the same time improve the comprehensive quality of existing teachers and provide them with more learning and growth opportunities. In addition, the shortage of teaching resources is also a problem. Dance teaching requires certain venues, equipment and financial support. In order to overcome this difficulty, we can try to share resources with other disciplines and make full use of the existing facilities; at the same time, we can also strive for more financial support through co-operation with enterprises. In the process of innovation, we also need to focus on the individual differences of students and teach them according to their abilities. Dance education is not only the teaching of skills, but also the process of cultivating students' personality and creativity. Therefore, teachers need to formulate individualised teaching plans according to students' characteristics and needs to stimulate students' learning interests and potential. Finally, it is necessary to expand internal and external co-operation to enhance the influence of the dance curriculum. We can establish co-operation with other schools, art groups and enterprises to organise various dance activities and competitions to provide students with more practice opportunities; at the same time, we can also invite famous dancers to give lectures in schools to bring students the latest dance concepts and techniques.

In conclusion, the inheritance and innovation of the

teaching mode of university dance courses is a long-term and arduous task. We need to keep exploring and practicing in the process of overcoming difficulties and contribute to the cultivation of dance talents with innovative spirit and practical ability.

4. Strategies for the Inheritance and Innovation of Teaching Mode of University Dance Courses

4.1. Strengthen Teacher Training and Improve Teachers' Comprehensive Quality

In the teaching of university dance courses, the comprehensive quality of teachers directly affects the learning effect of students and the improvement of dance literacy. Therefore, it is crucial to strengthen teacher training and improve teachers' comprehensive quality.

Firstly, teachers need to have solid dance skills and theoretical knowledge. As the guide of teaching, teachers should constantly improve their professional level, enrich their dance skills and theoretical literacy by participating in various dance training and academic seminars, and provide students with high-quality teaching content. Secondly, teachers need to have excellent teaching ability and methods. Teachers should master scientific teaching methods and be able to carry out personalised teaching according to students' characteristics and needs, so as to stimulate students' interest and potential in learning. At the same time, teachers should also pay attention to the fairness and scientificity of teaching evaluation, and give students reasonable evaluation and guidance. In addition, teachers need to have good professionalism and interpersonal relationships. Teachers should abide by the code of professional ethics, care about students' growth and development, respect students' individuality and opinions, and create a good learning atmosphere. At the same time, teachers should also maintain good communication and co-operative relationships with students, parents and colleagues, and work together to promote the overall development of students.

To sum up, strengthening teacher training and improving the comprehensive quality of teachers is an important guarantee for the inheritance and innovation of university dance course teaching mode. Only with an excellent teaching team can we better train excellent students with dance literacy and contribute to the development of the dance career.

4.2. Paying Attention to Individual Differences of Students and Teaching According to Their Abilities

In the teaching of university dance courses, focusing on students' individual differences and teaching according to their abilities is the key to improving teaching quality. Each student has his or her own characteristics and advantages, teachers should fully understand the students' dance foundation, interest and potential, and tailor-made learning plans and teaching methods for them. For students with better dance foundation, the teaching difficulty can be increased appropriately to guide them to pursue the perfect combination of technology and art; for students with relatively weak dance foundation, they should start from the basic dance movements, strengthen the basic skills training, and gradually improve their dance level. At the same time, teachers should also pay attention to students' psychological needs, create a relaxed

and pleasant learning atmosphere, and let them feel happy and a sense of achievement in dance learning.

To meet the needs of different students, teachers can adopt the following teaching strategies: first, group teaching, group students according to the dance level and cultural literacy, etc., and make appropriate teaching plans for different groups; second, stratified teaching, set different levels of learning objectives for individual differences of students, so that students can choose the content of their own learning according to their own actual situation; third, the introduction of elective courses, open different types of dance courses, so that students can learn according to their own actual situation; third, the introduction of optional courses, open different types of dance courses, let students learn according to their own actual situation. The third is the introduction of elective courses, offering different types of dance courses for students to choose according to their own interests and strengths; the fourth is the implementation of personalised counselling, providing targeted guidance and advice for students' specific problems.

In addition, teachers should also pay attention to cultivating students' sense of creativity and practical ability, encouraging them to dare to break through the traditional constraints and express their unique opinions in dance creation and performance. Through the organisation of dance competitions and performances and other activities, students are provided with a platform to display their talents and stimulate their learning interest and potential. In short, in the teaching of university dance courses, pay attention to the individual differences of students and teach according to their abilities in order to really improve the teaching effect and cultivate outstanding dance talents.

4.3. Integrate Modern Technology and Enrich Teaching Methods

With the continuous development of science and technology, the application of modern technology in the field of education is becoming more and more extensive, which provides a new opportunity for the inheritance and innovation of university dance courses. Firstly, teachers can provide students with rich dance teaching resources through the online teaching platform, so that students can learn independently outside the classroom and improve the learning effect. Secondly, modern technological means can help teachers to better carry out teaching management and assessment, such as through the video monitoring system, real-time observation of students' dance movements, timely guidance and correction. In addition, the application of virtual reality technology can make students feel more intuitively the three-dimensional spatial changes of the dance movements and improve the fun and interactivity of dance learning. At the same time, through social media and network platforms, it can strengthen the communication and cooperation between dance enthusiasts inside and outside the school, and promote the openness and sharing of dance courses. To sum up, integrating modern technology and enriching teaching means can not only improve the teaching quality of university dance courses, but also help promote the inheritance and innovation of dance education.

4.4. Expanding Internal and External Co-Operation to Enhance the Influence of Dance Courses

In the teaching of university dance courses, inheritance and innovation are two indispensable aspects. Inheritance means passing on the excellent features and values on the basis of retaining the traditional teaching mode; while innovation means adding new teaching concepts and methods on the basis of tradition to adapt to the changes of the times. In practice, we need to pay attention to the following aspects.

Firstly, strengthen teacher training and improve the comprehensive quality of teachers. Teachers are the key to the teaching process, and their professional quality and teaching ability directly affect the learning effect of students. Therefore, it is crucial to strengthen teacher training and improve teachers' teaching level. Secondly, pay attention to the individual differences of students and teach according to their abilities. Each student has his or her own unique characteristics and potential, and teachers should make different teaching plans according to the individual differences of students in order to give full play to the maximum potential of each student. Once again, incorporate modern technology to enrich teaching methods. The development of modern technology provides more possibilities and methods for teaching. For example, the use of multimedia teaching can let students understand the movements and skills of dance more intuitively; the use of network platforms can let students' study and practice anytime and anywhere. Lastly, expanding cooperation within and outside the school enhances the influence of the dance curriculum. Schools can cooperate with dance groups, theatres, art schools, etc., and hold various dance performances, competitions and exchange activities to enhance the social influence and recognition of dance courses. At the same time, schools can also invite famous dancers to give lectures and teach in schools, so that students can be exposed to more advanced dance concepts and techniques.

In conclusion, the inheritance and innovation of the teaching mode of university dance courses require the efforts of teacher training, attention to individual differences of students, the application of modern technology, as well as internal and external co-operation. Only in this way can the innovation and development of teaching be achieved on the basis of retaining the traditional teaching mode.

5. Conclusion

Inheritance is the cornerstone of the development of the teaching mode of dance courses, and we have studied the characteristics and value of the traditional teaching mode and explored its application in university dance courses. However, we also found problems and challenges in the process of inheritance, which need to be solved through innovation. Innovation is the driving force for the development of teaching modes in dance courses, and we proposed a new teaching mode and explored its application in university dance courses. Although we encountered some difficulties in the process of innovation, we took a series of countermeasures to ensure the smooth progress of innovation. Finally, we propose some specific strategies to promote the inheritance and innovation of the teaching mode of university dance courses. These strategies include strengthening teacher training and improving the comprehensive quality of teachers;

focusing on the individual differences of students and teaching according to their abilities; integrating modern technology and enriching the teaching means; expanding internal and external co-operation to enhance the influence of the dance courses, and so on. We believe that through the implementation of these strategies, the teaching mode of university dance courses will be better inherited and innovated, thus providing a better educational environment for the overall development of students.

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