

Current Situation of Dance Education in Colleges and Universities and Countermeasures

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Abstract: The purpose of this study is to analyse the current situation of dance teaching in colleges and universities, analyse the reasons for it, and put forward corresponding countermeasures. Firstly, the analysis of the current situation of dance teaching in colleges and universities reveals that there are problems such as irrational teaching contents and methods, insufficient teaching resources and facilities, imperfect teaching team and faculty, mismatch between students' qualities and needs, and imperfect teaching evaluation system. Then, by analysing the reasons for the status quo of dance teaching in colleges and universities, it is found that education system and policy factors, education investment and resource allocation, education concept and teacher quality, student choice and learning motivation, social recognition and development of the dance industry are the main reasons for the problems of the status quo. Finally, corresponding countermeasures are proposed, including upgrading teaching contents and methods, strengthening teaching resources and facilities, cultivating teaching team and faculty, focusing on students' quality and needs, and improving teaching evaluation system.

Keywords: Dance Teaching; Status Quo; Problems; Countermeasures; Teaching Evaluation System.

1. Introduction

Dance is a unique art form which conveys emotions and thoughts through body movements, gestures and expressions, and is an important part of human culture. In college education, dance teaching, as a professional course, plays an important role in cultivating students' artistic cultivation, improving physical quality and fostering creativity. However, with the development of society and the advancement of education reform, dance teaching in colleges and universities is facing a series of challenges and problems. In the past decades, with the emphasis on art education, the enrolment scale of dance majors in colleges and universities has been expanding, and the demand for dance teaching has gradually increased. However, there are some problems in reality, such as the singularity of teaching contents and methods, the insufficiency of teaching resources and facilities, and the instability of the teaching team and faculty. These problems not only affect the learning effect and professional development of students, but also restrict the quality and level of dance teaching in colleges and universities. Therefore, we will analyse the current situation of dance teaching in colleges and universities and its causes, and explore feasible solutions to these problems. The purpose of the study is to provide reference for the improvement and development of dance teaching in colleges and universities, and to improve the quality of teaching and the comprehensive quality of students.

2. Current Situation of Dance Teaching in Colleges and Universities

2.1. Teaching Content and Method

In college dance teaching, teaching content and method are very important factors. Teaching content involves the aspects of dance techniques, theoretical knowledge and artistic expression taught, while teaching method involves how to effectively impart and cultivate students' dance ability and artistic quality.

In terms of teaching content, dance teaching in colleges and universities should focus on comprehensiveness and practicability. The teaching of dance technique should include basic training, learning and combination of dance movements, etc., in order to cultivate students' technical level and dance expression ability. At the same time, the teaching of theoretical knowledge of dance should be combined with practice, so as to improve the students' artistic cultivation of dance through the study of dance history, dance theory and dance appreciation. In terms of teaching methods, dance teaching in colleges and universities should focus on individualisation and comprehensiveness. Individualised teaching can adopt different teaching methods and means according to students' characteristics and needs in order to stimulate students' learning interests and potentials. Comprehensive teaching can combine theory and practice, and promote the overall development of students through classroom teaching, practical training, stage performance and other forms. In addition, college dance teaching should also focus on innovation and practice. Innovative teaching methods can stimulate students' creativity and imagination and cultivate their dance creation ability. A practical teaching environment can provide students with opportunities to show and practice, and strengthen their stage performance ability and dance practice experience.

2.2. Teaching Resources and Facilities

Teaching resources and facilities of dance teaching in colleges and universities are one of the important factors to guarantee the quality of teaching. Teaching resources include classrooms, dance studios, sound equipment, lighting equipment, stages, etc. provided by schools, while teaching facilities include dance mirrors, music players, dance floors, etc.

However, in actual college dance teaching, there are some problems in teaching resources and facilities. Firstly, the dance teaching rooms in some colleges and universities are small in size, and the facilities in the dance rooms are simple and cannot meet the needs of dance teaching. This leads to the

lack of sufficient activity space for students to fully display their dance movements in the learning process. Secondly, some colleges and universities have aging and damaged dance teaching facilities, which cannot be used normally. This brings troubles to teaching and limits the learning effect of students. In addition, some colleges and universities dance teaching facilities lack advanced sound equipment and lighting equipment, which makes the teaching effect can not reach the best state.

2.3. Teaching Teams and Faculties

The teaching team and faculty of dance teaching in colleges and universities are important factors affecting the quality and effect of teaching. A good teaching team and excellent teachers can provide professional guidance and training for students and improve their dance skills and artistic quality. However, at present, there is the problem of insufficient teaching team and faculty in college dance teaching.

First of all, the construction of teaching team needs to take into account the diversity and professionalism of dance teaching. Dance teaching needs to cover knowledge and skills in many fields, such as dance theory, dance history, dance choreography and so on. Therefore, the teaching team should be composed of teachers with comprehensive qualities and professional skills who can provide students with comprehensive teaching support and guidance. Secondly, the construction of the teaching team needs to focus on teachers' professionalism and teaching ability. Dance teachers should have solid dance skills and artistic cultivation, and be able to transfer their professional knowledge and experience to students. In addition, teachers should have good communication skills and teaching methods that can stimulate students' interest and potential in learning. However, there are problems of insufficient number of teachers and uneven quality of teachers. On the one hand, the relatively late development of dance education in colleges and universities has led to a relative lag in the training and selection of dance teachers. On the other hand, the training of dance teachers requires a certain amount of time and resource input, while in reality many colleges and universities lack corresponding training programmes and resource support.

2.4. Students' Quality and Demand

An important aspect of the current situation of dance teaching in colleges and universities is the quality and demand of students. Students are the main body of dance teaching in colleges and universities, and their quality and needs directly affect the effect and quality of teaching. However, there are some problems at present.

Firstly, students' dance quality varies. As the enrolment threshold of college dance majors is relatively low, some students do not go through strict selection and training when they enter the school, resulting in their poor basic dance skills. This brings great teaching difficulties to teachers and limits the choice of teaching contents and methods. At the same time, students' poor dance quality also affects their interest in dance and motivation to learn. Secondly, students' needs for dance teaching are diversified. In the dance majors of colleges and universities, students have different interests and development directions. Some students are more interested in modern dance, while others are more interested in classical dance. However, the current teaching content and methods often fail to meet the different needs of students. Some students may feel that the teaching content is too single and

traditional, lacking in innovation and personalised cultivation.

2.5. Teaching Evaluation System

The teaching evaluation system of dance teaching in colleges and universities is an important indicator of teaching quality and students' learning outcomes. However, at present, there are some problems in the evaluation system of college dance teaching, such as unscientific evaluation indexes, single evaluation method and untimely feedback of evaluation results. These problems seriously affect the development of college dance teaching and the effect of improving teaching quality.

First of all, the current evaluation index of college dance teaching has certain problems. The traditional evaluation index mainly focuses on technical performance and dance creation, neglecting the cultivation of students' comprehensive ability and artistic literacy. The evaluation index should be more comprehensive, including the assessment of technical level, artistic performance, innovation ability, teamwork and other aspects, in order to promote the overall development of students. Secondly, the existing evaluation methods are relatively single. Most university dance teaching still adopts the traditional written and oral examination form of evaluation, neglecting the cultivation of practical ability and innovation ability. More practical evaluation methods should be introduced, such as the display of dance works, field trips, practical exercises and so on, in order to have a comprehensive understanding of students' performance and ability. In addition, untimely feedback of teaching evaluation results is also a problem. Students and teachers often have to wait for a longer period of time to get the evaluation results after the end of teaching evaluation, which leads to the timeliness and effectiveness of the evaluation results being affected to a certain extent. A rapid feedback evaluation mechanism should be established to provide students and teachers with evaluation results and improvement opinions in time so that they can adjust their teaching and learning strategies in time.

3. Analysis of the Reasons for the Current Situation of Dance Teaching in Colleges and Universities

3.1. Education System and Policy Factors

Education system and policy factors are one of the important factors affecting the status quo of dance teaching in colleges and universities. In terms of education system, dance teaching in colleges and universities is often subject to some institutional restrictions and norms. First of all, the prevalence of subject classification and specialisation in the education system of colleges and universities leads to a relatively low status of dance teaching. Dance teaching is often categorised as an art major, and compared with other disciplines, dance teaching is not prominent enough in the school education system. Secondly, the focus of teacher evaluation and promotion in the education system is mainly on academic research and thesis publication, while teaching is given relatively low priority. This leads to an imbalance in teachers' investment in teaching and research, which affects the quality of dance teaching.

In terms of policy factors, some relevant policies also have an impact on dance teaching in colleges and universities. Firstly, changes in university admission policies may lead to a decrease in students' choice and interest in dance majors,

which in turn affects the scale and quality of dance teaching. Secondly, the allocation of education funding also has a direct impact on dance teaching. Dance teaching requires the investment of a large number of resources and facilities, including studios, dance studios, sound equipment, etc. However, the lack of educational funding often limits the improvement and enhancement of these conditions.

3.2. Educational Input and Resource Allocation

Educational input and resource allocation is one of the important factors affecting the current situation of dance teaching in colleges and universities. Under the current education system of colleges and universities, dance teaching often faces the problems of limited resources and insufficient input. This not only restricts the improvement of teaching quality, but also limits the development and innovation of students in the field of dance.

Firstly, dance teaching in colleges and universities requires a large amount of teaching resources and facilities support. Dance teaching involves many aspects such as dance interpretation, choreography, music, stage art, etc., and requires appropriate classrooms, stages, sound equipment and other professional facilities. However, due to insufficient investment, many colleges and universities have limited venues and facilities for dance teaching, making it difficult to meet teaching needs and limiting the enhancement of teaching effects. Secondly, dance teaching in colleges and universities also needs the support of excellent teacher teams and faculties. Excellent teachers are the key to ensure the quality of teaching. However, due to the special nature of dance teaching, teachers are required to have rich practical experience and professional knowledge of dance, and such teachers are often in short supply. In addition, due to the development of the dance industry and the lack of social recognition, dance teachers often face limitations in terms of remuneration and career development, leading to brain drain and instability in the workforce. Lastly, insufficient investment in education and allocation of resources have also led to a lag in teaching materials and content for dance teaching. Dance teaching requires abundant teaching materials and teaching resources to support teaching activities, but due to limited resources, many college dance teaching still stays in the traditional teaching mode and content, which cannot meet the learning needs of students and the requirements of the development of the times.

3.3. Educational Philosophy and Teachers' Quality

Educational Philosophy and teacher quality are important factors affecting the status quo of dance teaching in colleges and universities. Educational philosophy refers to teachers' concepts and understanding of educational goals, teaching content, teaching methods and teaching evaluation. Teacher quality refers to the comprehensive quality of teachers' knowledge, skills, attitudes and qualities.

In the teaching of dance in colleges and universities, the irrationality of educational concepts and the lack of teacher quality often lead to poor teaching results. First of all, some educational concepts are utilitarian, focusing on cultivating students' performance skills and dance level, while neglecting the cultivation of students' comprehensive quality. This concept makes the teaching content too narrow and lacks the exploration and cultivation of students' personality and

creativity. Secondly, the quality of some teachers is not comprehensive enough, and they lack in-depth understanding of the art of dance and attention to the individual differences of students. These teachers tend to focus only on the teaching of technique and neglect the cultivation of students' emotion, cognition and aesthetics.

3.4. Student Choice and Learning Motivation

Student choice and learning motivation is one of the important factors affecting the current situation of dance teaching in colleges and universities. In college dance majors, students' choice and learning motivation are directly related to their learning attitude, learning effect and future development. Therefore, it is of great significance to understand students' reasons for choosing college dance majors and their learning motivation to improve dance teaching.

First of all, the reasons why students choose to major in dance in colleges and universities are various. On the one hand, personal interests and hobbies are the main motives for students to choose dance majors. Many students have been interested in dance since they were young, and they hope to develop their hobby into a career. On the other hand, some students choose to major in dance because they are influenced by their family and society. Family background, social recognition and the prospect of the dance industry also influence students' choices. Secondly, students' learning motivation plays a crucial role in the quality and effectiveness of dance teaching. Learning motivation is the intrinsic driving force of students' learning, which directly affects students' learning attitude, learning commitment and learning outcomes. In dance teaching in colleges and universities, some students may learn actively because of their love for dance. They have high motivation and interest in learning, and they are able to actively participate in teaching activities and achieve better learning results. However, there are also students who may have low motivation due to other factors. They have low interest and motivation in dance, may lack commitment to learning and have negative attitudes towards the teaching content and methods, thus affecting the effectiveness of teaching and learning.

3.5. Social Recognition and Development of the Dance Industry

Social recognition and the development of the dance industry are one of the important factors affecting the status of dance teaching in colleges and universities. The degree of social recognition of dance and the level of development of the dance industry directly affect the quality of dance teaching in colleges and universities and the employment prospects of students.

First of all, the degree of social recognition of dance directly affects the status and resource input of dance teaching in colleges and universities. In some regions where the social recognition of dance is low, the development of dance majors in colleges and universities is relatively lagging behind, with limited teaching resources and relatively weak teaching staff. This brings certain difficulties to dance teaching and restricts the quality and level of dance teaching. Secondly, the development of the dance industry also directly affects the employment prospects of dance teaching in colleges and universities. If the employment opportunities in the dance industry are relatively scarce, students may face employment pressure and difficulties when choosing a dance major. This

will affect the students' interest and commitment to the dance profession, and will also have a certain impact on college dance teaching.

4. Countermeasures for Dance Teaching in Colleges and Universities

4.1. Enhance the Teaching Content and Method

The content and methods of college dance teaching are important factors affecting the teaching effect. In order to improve the quality and level of college dance teaching, it is necessary to improve and innovate in the following aspects.

Firstly, focus on the comprehensiveness and practicality of teaching content. Dance teaching in colleges and universities should cover many aspects such as dance theory, technique training, creative performance and so on, in order to cultivate students' all-round development of dance literacy. At the same time, the teaching content should keep abreast of the times, follow the development trend of the dance field, introduce new dance forms and styles, and cultivate students' innovation and adaptability.

Secondly, innovative teaching methods and means. The traditional classroom teaching mode can no longer meet the needs of students, and more flexible and diversified teaching methods need to be introduced. For example, group discussions, case studies, practical exercises and other activities can be used to stimulate students' interest and initiative in learning. At the same time, multimedia technology and Internet resources can also be combined to create an online learning platform to provide students with more convenient and rich learning resources.

Once again, strengthen the practical link and practical ability training. Dance is a highly practical art, only through practice can we really master the skills and expression of dance. Therefore, dance teaching in colleges and universities should pay attention to the setting of practical links, increase students' stage performance opportunities and practical training courses. At the same time, it should also strengthen the co-operation with the dance industry to provide students with practical internship opportunities, so that they can better understand the needs and development dynamics of the dance industry.

Finally, an effective evaluation system should be established. Teaching evaluation is an important part of teaching quality assurance, and a scientific and comprehensive evaluation system needs to be established. In addition to the traditional examination and homework evaluation, a variety of evaluation methods such as practical performance assessment, student self-assessment and peer evaluation can be introduced to get a comprehensive understanding of students' learning and ability development.

4.2. Strengthen the Construction of Teaching Resources and Facilities

In the teaching of dance in colleges and universities, the construction of teaching resources and facilities is an important guarantee to improve the quality and effect of teaching. However, the current problem is that the construction of teaching resources and facilities for dance in many colleges and universities is not perfect enough to meet teaching needs. In order to solve this problem, the

construction of teaching resources and facilities needs to be strengthened.

Firstly, colleges and universities should increase the investment in dance teaching resources. Dance teaching needs certain venues and equipment support, including specialised dance classrooms, stages and lighting equipment. Colleges and universities should increase their investment to build more specialised dance classrooms and equip them with advanced stage and lighting equipment to provide a better teaching environment. In addition, more dance teaching tools and equipment, such as mirrors, sound equipment and dance costumes, should be purchased to meet all the needs of teaching.

Secondly, colleges and universities should strengthen the cultivation and introduction of faculty. Having an excellent teaching team is the key to improve teaching quality. Colleges and universities should strengthen the training and further training of dance teachers to improve their teaching ability and professional level. At the same time, they should also actively introduce excellent dance teachers and experts at home and abroad to provide students with better teaching resources and guidance.

In addition, colleges and universities should strengthen their co-operation with the dance industry to broaden the sources of teaching resources and facilities. Establishing partnerships with dance companies, theatres, art colleges and other institutions can share resources and provide more performance opportunities and practice platforms. At the same time, through co-operation with the industry, colleges and universities can introduce advanced dance teaching concepts and methods to improve the quality and effectiveness of teaching.

4.3. Cultivate Teaching Team and Teachers

The quality and effect of dance teaching in colleges and universities largely depend on the quality and ability of the teaching team and faculty. However, at present, there are problems such as irrational structure of the teaching team, unsound teacher training system and insufficient professional quality of teachers in college dance teaching. Therefore, cultivating teaching team and faculty is one of the important countermeasures to improve dance teaching in colleges and universities.

Firstly, colleges and universities should strengthen the selection and training of teachers. In terms of selection, strict selection standards need to be formulated, including the assessment of dance professional knowledge and skills, teaching experience and teaching ability. In terms of cultivation, a perfect teacher training system should be established, including the development of teaching skills training, education and teaching theory learning and so on. At the same time, colleges and universities should also encourage teachers to participate in academic research and teaching reform to improve their academic level and teaching ability.

Secondly, colleges and universities should strengthen teachers' professional development and career growth. This includes providing a good teaching environment and conditions, providing teachers with teaching resources and facilities, and actively supporting teachers' participation in academic research and teaching reform projects. In addition, colleges and universities should establish a sound teacher evaluation and incentive mechanism to motivate teachers to actively engage in teaching and improve teaching quality.

through performance evaluation and title assessment of teachers.

In addition, colleges and universities can introduce outstanding dance artists and professionals to serve as part-time teachers or visiting professors through establishing co-operative relationships with the dance industry, so as to provide students with richer teaching resources and practice opportunities. This can not only improve the level of the teaching team, but also increase students' motivation to learn and professionalism.

4.4. Pay Attention to Students' Quality and Needs

In college dance teaching, paying attention to students' quality and needs is an important aspect of improving teaching effect and cultivating excellent dance talents. Students' quality and needs directly affect their learning interest, learning motivation and learning effect. Therefore, college dance teaching should focus on cultivating students' quality and meeting their needs.

Firstly, cultivating students' quality is the foundation of college dance teaching. Students' physical quality, basic dance skills and aesthetic ability are crucial to the development of dance learning and performance. Teachers should make personalised training plans according to the different characteristics and levels of students, focusing on basic training and skill improvement. At the same time, it is also an important task to cultivate students' artistic cultivation and cultural literacy. By offering relevant courses, students are guided to extensively explore literature, music, fine arts and other fields of art, so as to improve their aesthetic level and comprehensive quality.

Secondly, meeting students' needs is the key to dance teaching in colleges and universities. Students will have different needs and interests in the process of learning dance. Teachers should actively listen to students' opinions and suggestions, understand their learning needs and personal interests, and provide diversified teaching contents and activity forms according to students' characteristics and needs. At the same time, students are encouraged to participate in dance competitions, performances and other practical activities to provide opportunities to show themselves and stimulate students' enthusiasm for learning and creativity.

In addition, dance teaching in colleges and universities should also focus on cultivating students' comprehensive ability. In addition to the cultivation of dance skills, teachers should also pay attention to the cultivation of students' performance ability, creative ability and teamwork ability. Through the opening of relevant courses and projects, students are guided to participate in dance creation and performance to cultivate their stage performance ability and artistic innovation ability. At the same time, students are encouraged to actively participate in teamwork to cultivate their team awareness and collaboration ability.

4.5. Improve the Teaching Evaluation System

Teaching evaluation is an important and indispensable part of college dance teaching, which plays an important role in improving teaching quality and stimulating students' learning motivation. However, at present, there are some problems in the evaluation system of college dance teaching, such as single evaluation index, incomplete evaluation method, and the evaluation results are not operable, etc. Therefore, it is necessary to improve the teaching evaluation system.

Therefore, it is necessary to improve the teaching evaluation system to promote the development of college dance teaching.

Firstly, a diversified evaluation index system should be constructed. Dance teaching evaluation should not only examine the skill level of students, but also pay attention to their artistic expression, creativity and knowledge of dance theory. The evaluation indexes should include multiple dimensions such as dance skills, dance creation, dance theory, etc., in order to comprehensively assess students' comprehensive ability.

Secondly, multiple evaluation methods should be used for comprehensive evaluation. In addition to the traditional examination and work display, observation evaluation, oral evaluation, self-assessment and mutual evaluation can be introduced to fully understand students' dance performance and learning attitude. At the same time, quantitative assessment of students' dance performances can be carried out with the help of modern technical means, such as video recording and analysis software.

In addition, the operability of the evaluation results should be emphasised. The evaluation results should have a clear guiding significance and be able to provide students with specific directions and suggestions for improvement. Teachers should feedback the evaluation results to students in a timely manner and make learning plans with them to help them improve their dance skills and artistic literacy.

Finally, an effective evaluation mechanism and feedback mechanism should be established. Teachers can organise evaluation groups to evaluate students on a regular basis, and they should also accept students' evaluation and suggestions. By establishing a good evaluation mechanism and feedback mechanism, it can promote the interaction and cooperation between teachers and students and improve the teaching effect.

5. Conclusion

This study has conducted an in-depth research on the current situation of dance teaching in colleges and universities and put forward corresponding countermeasures. The current situation of dance teaching in colleges and universities was comprehensively analysed and the problems and reasons were identified. On this basis, a series of feasible countermeasures are proposed to promote the improvement and development of college dance teaching.

Firstly, it is found that there is a problem of insufficient diversification of teaching contents and methods in college dance teaching. In order to improve the quality of teaching, it is suggested to introduce diversified teaching contents and methods, such as incorporating new dance styles such as creative dance and modern dance to meet students' needs for different dance styles. Secondly, the resources and facilities for teaching dance in colleges and universities need to be upgraded. It is suggested that more investment should be made to improve the quality of teaching resources and facilities to provide students with better learning environment and conditions, such as building more dance classrooms and professional stages and purchasing advanced dance equipment and facilities. In addition, dance teaching in colleges and universities needs to cultivate better teaching teams and faculties. It is suggested to strengthen the training and professional development of teachers, improve their teaching level and artistic cultivation, and at the same time attract more excellent dance professionals to join the teaching team in colleges and universities. In addition, attention should

be paid to the quality and needs of students. It is recommended to offer personalised dance courses according to students' interests and strengths, and provide more dance elective courses and training opportunities to meet the learning needs of different students. Finally, it is also necessary to improve the evaluation system of dance teaching in colleges and universities. It is suggested to establish a scientific and comprehensive evaluation system, including the assessment of students' dance skills, creative ability, performance ability and other aspects, in order to better evaluate students' learning outcomes and teaching effects.

To sum up, through the analysis of the current situation of college dance teaching and the proposal of countermeasures, we can see that the improvement and development of college dance teaching is a comprehensive work that requires the joint efforts of all parties. Only through reform and innovation in many aspects can we improve the quality and level of dance teaching in colleges and universities, cultivate more excellent dance talents, and contribute to the development of the dance career.

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