

Current Situation and Countermeasures for the Development of Dance Programme in Chinese Universities

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Abstract: The purpose of this paper is to discuss the current situation of the development of dance programmes in Chinese universities and the existing problems, and to propose corresponding countermeasures. Currently, Chinese university dance programmes have certain problems in curriculum, teaching mode, faculty and teaching resources. In order to gain an in-depth understanding of the current situation of Chinese university dance courses, this study adopts the literature analysis method, interview method and fieldwork method to conduct the research. It is found that Chinese university dance programmes lack systematicity and diversity in curriculum, the teaching mode and teaching methods need to be improved, the faculty and teaching resources are insufficient, and the students' participation and learning effect are unsatisfactory. Aiming at these problems, this paper puts forward the following countermeasures and suggestions: improve the curriculum and content, establish a systematic curriculum system, and enrich the types and contents of the courses; improve the teaching mode and teaching methods, introduce innovative and interesting teaching means, and pay attention to the individual differences of students; strengthen the construction of faculty and teaching resources, improve the quantity and quality of teachers, and increase the input of teaching resources and facilities; improve the degree of students' participation and learning effect, enhance students' awareness and interest in dance, and stimulate students' learning motivation.

Keywords: Chinese Universities, Dance Programme, Development Status, Countermeasure Suggestions.

1. Introduction

Dance education, as an important part of humanities and arts education, occupies a pivotal position in higher education. The development of Chinese university dance education can be traced back to the beginning of the last century, and after decades of development, China's university dance education has made remarkable achievements. However, with the progress of society and the development of the times, Chinese university dance education is facing unprecedented challenges and opportunities. Currently, Chinese university dance programmes have certain problems in curriculum, teaching mode, faculty and teaching resources, which affect the development of dance education. Therefore, this thesis aims to analyse the current situation of Chinese university dance courses, reveal the existing problems, and put forward corresponding countermeasure suggestions for these problems, so as to provide reference for the development of university dance education in China.

2. Analysis of the Current Situation of Chinese University Dance Courses

2.1. Curriculum and Content

2.1.1. Types and Proportions of Courses

In the analysis of the current situation of Chinese university dance courses, the types and proportions of courses are an important indicator to consider. At present, the types of dance courses in Chinese universities are relatively rich, including ballet, modern dance, Chinese dance, street dance and other types. These programmes are designed to meet the interests and needs of different students and help them master different styles of dance skills.

In terms of course ratios, Chinese university dance programmes are more balanced. There are both skill training courses and dance theory courses. Skills training courses aim to develop students' dance skills and expressiveness, while dance theory courses teach students about the history, culture and aesthetics of dance. In addition, there are practical courses, such as choreography and dance performance, which help students to apply what they have learnt in practical work.

However, there are some problems in terms of the types and proportion of courses. On the one hand, the curriculum is too complicated, which may make it difficult for students to make choices; on the other hand, the ratio of some of the courses is unbalanced, such as the relatively small number of dance theory courses, which may lead to insufficient in-depth knowledge and understanding of dance among students. Therefore, in the future development, university dance courses should be optimised in terms of types and proportions to better meet students' needs [1].

2.1.2. Difficulty and Depth of Courses

Firstly, the difficulty setting of dance courses is not reasonable enough. In some universities, the difficulty of dance courses is on the low side, which leads to a lack of challenge in the learning process of students and makes it difficult to improve their dance skills and artistic qualities. At the same time, the difficulty of some dance courses is too high, which is beyond the students' ability, making students' learning pressure increase and even affecting the learning effect [2]. Secondly, the depth of dance courses is insufficient. At present, some university dance courses pay too much attention to skill training and neglect the connotation and cultural heritage of dance art. This phenomenon leads to the difficulty of students to comprehensively improve their dance literacy in the learning process, which reduces the overall

quality of dance courses.

In China's university dance programme, reasonable setting of the difficulty and depth of the curriculum, focusing on the connotation construction of the curriculum, and improving the practical teaching links are the keys to improving the quality of dance education. Through these reform initiatives, it is expected to make China's university dance education embark on a more healthy and sustainable development path [3].

2.2. Teaching Mode and Teaching Methods

2.2.1. Diversity of Teaching Modes

The diversity of teaching modes is a remarkable feature in Chinese university dance programmes. Firstly, the traditional classroom lecture mode still dominates, in which teachers provide students with a basic dance knowledge framework by explaining dance theory. Secondly, the practical teaching mode is also widely used, in which students master dance techniques and performance methods through practical operation and rehearsal. In addition, modern teaching methods such as multimedia teaching and network teaching are also gradually integrated into dance teaching, enriching students' learning resources and pathways through video broadcasting and online learning platforms. In addition, there are some innovative teaching modes being tried and applied. For example, the cooperative teaching mode encourages cooperation and interaction among students, and cultivates students' teamwork and creativity through group cooperation to complete dance works. In addition, the interdisciplinary teaching mode is gradually gaining attention. Dance courses are combined with other art forms or humanities, such as music, theatre and literature, in order to broaden students' artistic horizons and ways of thinking.

2.2.2. Practicality of Teaching Methods

The practicality of teaching methods is one of the important criteria for measuring teaching effectiveness. In university dance courses, practical teaching methods can help students better master dance skills and improve dance expression, as well as cultivate students' dance literacy and creativity [4].

First of all, practical teaching is an indispensable part of university dance courses. Through practical teaching, students can combine theoretical knowledge with actual dance movements to better understand and master dance skills. Practical teaching can be carried out in the form of classroom practice and performance of dance works, so that students can continuously improve their dance level in actual practice. Secondly, individualised teaching method is also an important means to enhance the practicality of dance courses. Since the dance foundation and ability of each student are different, teachers should carry out targeted teaching according to the individual differences of students. For beginners, teachers can start teaching from basic dance movements and gradually increase the difficulty; for students with certain foundation, they can be guided to learn more advanced techniques and create works. In addition, interdisciplinary teaching is another effective way to enhance the practicality of dance courses. As an art form, dance is closely related to other art fields such as music, theatre, film and television. Through interdisciplinary teaching, students can learn the knowledge and skills of other art fields, so as to enrich their dance expression and creativity. For example, by combining music teaching, students can understand how different music styles match with dance and enhance the musicality of dance performance; or through theatre performance practice, students can cultivate their

dance expressiveness and role-playing ability.

2.3. Teaching Staff and Teaching Resources

2.3.1. Teachers' Qualifications and Experience

In Chinese university dance programmes, teachers' qualifications and experience are key factors in ensuring teaching quality. An excellent dance teacher should have professional dance skills and theoretical knowledge, which are gained through the understanding of dance art and the accumulation of long time practical experience. In addition, teachers need to have good educational psychological qualities and teaching abilities, which enable them to effectively impart knowledge and stimulate students' learning interests and potentials [5].

In the field of dance education, teachers' qualifications are usually reflected through professional degrees and qualifications. Academically, undergraduate and postgraduate education in dance provides teachers with the necessary dance knowledge and skills training. Qualifications, such as the Teacher's Certificate certified by the Chinese Dancers' Association, on the other hand, are a recognition of teachers' professional competence. In addition, the various professional trainings and seminars that teachers attend are also important ways to enhance their teaching abilities.

In terms of experience, an experienced dance teacher is able to adjust his/her teaching strategies according to the specific situation of the students, making teaching more targeted. In teaching practice, experienced teachers are better able to handle emergencies and create a positive learning atmosphere. At the same time, they are often able to provide students with practical opportunities through their rich stage and teaching experience, helping students to improve their dance skills and artistic expression in practice.

For dance teachers, continuous learning and research are equally important. As the art of dance develops and changes, teachers need to constantly update their knowledge and skills in order to keep their teaching content fresh and practical. Teachers can continue to enrich and enhance their professional competence by participating in academic research, organising or attending dance performances and workshops.

2.3.2. Teaching Resources and Facilities

Teaching resources and facilities are an important part of the development of university dance programmes. Currently, there are some problems with the teaching resources and facilities of university dance programmes in China [6].

Firstly, the problem of teachers' quantity and quality. Dance teachers are the transmitters of dance courses, and their professional level and teaching ability directly affect the teaching quality of dance courses. However, there are certain problems with the quantity and quality of dance teachers in Chinese universities at present. On the one hand, the number of dance teachers is insufficient to meet the demands of university dance courses. On the other hand, the qualification and experience of dance teachers are also uneven, and some teachers may lack systematic dance education and training, which makes it difficult for them to be competent in teaching. Secondly, there is a lack of teaching resources and facilities. Dance programmes require certain teaching resources and facilities such as venues, equipment and props, however, there is a general lack of teaching resources and facilities for dance programmes in Chinese universities at present. On the one hand, the number and quality of dance classrooms are insufficient to meet the teaching needs of dance courses. On

the other hand, there is also a lack of dance equipment and props, which restricts the development of dance courses and the learning effect of students [7].

2.4. Student Participation and Learning Effectiveness

2.4.1. Students' Dance Foundation and Interest

In Chinese university dance programmes, students' dance foundation and interest are important factors that affect learning effectiveness. Due to the relatively low popularity of dance education in the Chinese education system, many students have not received systematic dance training before university, which makes their starting point of learning in dance programmes low. In addition, due to individual differences, students' interest in dance varies, and the degree of love and commitment to dance also affects their learning results.

For students with weak dance foundation, university dance courses should focus on basic training to help them establish correct dance posture and basic skills. At the same time, teachers should enhance their self-confidence through encouragement and positive feedback, so that they can feel the fun of dance. For students with better dance fundamentals, the course can appropriately increase the difficulty and guide them to deeply explore the artistry and expressiveness of dance [8].

In terms of cultivating students' interest in dance, teachers can stimulate students' learning interest through diversified teaching contents and methods. For example, introducing different styles of dance, such as folk dance, modern dance, ballet and so on, allows students to experience the charm of different dances. At the same time, dance performances and competitions are organised so that students can improve their dance skills in practice and experience the fun of dance performance.

In addition, teachers should pay attention to students' individual needs and provide personalised guidance. For students who are particularly interested in dance, additional learning opportunities, such as tutorial courses and workshops, can be provided to help them further improve their dance skills. For students who have little interest in dance, teachers can enhance their learning motivation through group work and collective activities, so that they can feel the fun of dance in a team.

2.4.2. Students' Learning Motivation and Outcomes

In the current Chinese university education environment, the dance course, as an important part of an art education, aims not only to cultivate students' dance skills, but more importantly, to enhance students' comprehensive qualities through dance education, including aesthetic ability, co-ordination, sense of rhythm and teamwork ability. However, students' motivation and outcomes are important criteria for measuring the success of a dance programme.

Students' motivation is one of the key factors for the success of a dance programme. In a dance programme, students' active participation and enthusiasm have a direct impact on their learning outcomes. In order to enhance students' learning motivation, teachers can teach in various ways, such as adopting interactive teaching methods, encouraging students to participate in classroom discussions and practical activities, and letting students feel the fun and sense of achievement in dance practice. In addition, schools can also organise some dance competitions and performances to stimulate students' interest and enthusiasm in dance.

Students' learning outcomes are another important indicator of the success of a dance programme. In a dance programme, students' learning outcomes can be measured by their dance skills, stage presence and dance creation ability. In order to improve students' learning outcomes, teachers need to formulate reasonable teaching plans and teaching objectives according to students' actual situations, adopt scientific teaching methods and evaluation systems, and help students learn and master dance knowledge and skills systematically. In addition, schools can also provide students with some dance practice opportunities, such as organising dance performances and practice activities, so that students can continuously improve their dance level in practice.

3. Problems of Chinese University Dance Courses

3.1. Unreasonable Curriculum

3.1.1. Lack of Systematic Curriculum System

At present, the dance curriculum of most universities is relatively fragmented and lacks coherence and completeness. Firstly, the arrangement of the courses often lacks logic, which makes it difficult for students to form a complete knowledge structure when learning. Secondly, the content of the courses is repetitive and lacks depth and breadth, making it difficult for students to fully understand all aspects of dance. In addition, the curriculum often pays too much attention to technical training and neglects the cultivation of dance theory and artistic cultivation, leading to the limitation of the overall development of students' dance literacy [9].

In conclusion, Chinese university dance courses lack a systematic curriculum system and need to be reformed by adjusting the course structure and increasing the number of dance theory courses and practical courses in order to achieve coherence, completeness and practicability of the dance curriculum so as to improve students' dance literacy and artistic cultivation.

3.1.2. Curriculum Content is Too Homogeneous

The problem that the content of Chinese university dance courses is too single is mainly manifested in the following aspects [10].

First of all, in terms of curriculum, many university dance courses pay too much attention to the teaching of traditional dance and neglect the teaching of modern dance, street dance, Latin dance and other diversified dance forms. This single curriculum is difficult to meet the interests and needs of different students, and limits the overall development of students' dance skills and dance literacy. Secondly, in terms of teaching content, the curriculum pays too much attention to the training of skills and movements, while neglecting the teaching of dance theory, dance history and dance creation. This kind of teaching method, which emphasises technique but neglects theory, may easily lead to students' superficial knowledge and understanding of dance, making it difficult to cultivate students' dance literacy and creativity. In addition, in terms of curriculum resources, due to the limited resources of dance programmes, many university dance programmes tend to rely on teachers' own knowledge and skills, and lack abundant dance teaching materials and reference materials. Such single curriculum resources are difficult to provide students with diversified learning choices and limit the improvement of students' dance skills and dance literacy [11].

3.2. Teaching Mode and Teaching Methods to Be Improved

3.2.1. Lack of Innovation and Interestingness

In the teaching mode and teaching methods of Chinese university dance courses, the lack of innovativeness and interestingness is a significant problem. Firstly, traditional dance teaching tends to focus on the cultivation of skills and forms, while neglecting the creativity and expressiveness of dance as an art form. This mode of teaching has led to the loss of interest and enthusiasm for dance among many students, who tend to regard dance as a burden rather than an enjoyment. Secondly, due to the limitation of teaching resources, the teaching methods of many university dance courses still remain in the traditional classroom mode, such as teacher demonstration and student imitation. This teaching method lacks interactivity and creativity, and students can only passively accept knowledge without being able to actively participate and explore [12]. In addition, the teaching content of dance courses is often too homogeneous and lacks diversity and creativity. The content of many courses is still dominated by classical and folk dances, while neglecting the development of modern dance, street dance and other emerging dance forms. This singularity of teaching content limits students' vision and choices, preventing them from being exposed to a wider range of art forms and styles.

3.2.2. Neglecting Students' Individual Differences

First of all, in terms of dance curriculum, the content and difficulty of many university dance courses are the same, and there is no graded teaching according to students' dance foundation and ability. Such a setting makes it difficult for students with poor foundation to keep up with the teaching progress, while students with better foundation find the course content too simple to meet their learning needs. Secondly, in terms of teaching methods, teachers generally adopt a group teaching approach without tailoring their teaching to the individual differences of students. This teaching method makes it difficult for some students to receive sufficient attention and guidance in class, which affects their learning effect. In addition, in terms of the evaluation system of dance courses, many schools still adopt a single assessment method, such as performance assessment or technical assessment, without giving due consideration to students' dance expression, creativity and comprehensive quality. This kind of assessment method easily leads students to pay too much attention to the technical aspects and neglect the artistry and creativity of dance.

3.3. Inadequate Teaching Staff and Teaching Resources

3.3.1. Problems of Teachers' Quantity and Quality

The problem of teachers' quantity and quality is an important issue in the current development of Chinese university dance programmes. First of all, in terms of quantity, many university dance programmes do not have a large team of teachers, and there are even some schools with insufficient number of teachers in their dance programmes. This directly leads to overburdening of teachers and makes it difficult to provide adequate guidance and teaching to each student. In addition, the insufficient number of teachers also limits the types and number of courses offered, which affects students' learning choices and interest cultivation. Secondly, in terms of quality, although there is a group of excellent dance teachers in China, on the whole, the quality of the teaching

force has yet to be improved. On the one hand, some teachers are limited by their own educational background and teaching experience, and their dance theory and practical ability are insufficient, making it difficult for them to meet students' higher-level learning needs. On the other hand, teachers' teaching methods may be too traditional, lacking in innovation and interest, making students' learning ineffective.

3.3.2. Lack of Teaching Resources and Facilities

The lack of teaching resources and facilities is an important problem facing the development of university dance programmes in China. First of all, in terms of teaching staff, there are problems with the quantity and quality of teachers in Chinese university dance programmes. Many university dance programmes have an insufficient number of teachers, resulting in students not being able to receive adequate instruction and training. In addition, teachers' qualifications and experience vary, and some may lack the professional background and practical performance experience to provide students with high-quality teaching. Secondly, Chinese university dance programmes also face great challenges in terms of teaching resources and facilities. Many university dance programmes have very limited teaching resources and facilities, and some universities even do not have special music and dance classrooms or dance rehearsal halls. This prevents students from getting enough space and equipment for dance training and performance. In addition, the lack of professional sound equipment and stage equipment also limits the development of students' dance performances.

The lack of faculty and teaching resources is an important problem facing the development of dance programmes in Chinese universities. The development of Chinese university dance programmes can be effectively promoted by strengthening the faculty, improving teacher quality and improving teaching resources and facilities. This will help to enhance students' learning effectiveness, cultivate more dance talents, and promote the prosperity and development of Chinese university dance education.

3.4. Unsatisfactory Student Participation and Learning Effect

3.4.1. Students' Low Awareness of Dance

Low students' awareness of dance is a notable problem in the current development of Chinese university dance programmes. Dance is not only an art form, but also an important carrier of cultural inheritance, which can cultivate students' aesthetic emotion, enhance body coordination and sense of rhythm. However, under the influence of traditional education concepts, some students and parents may pay more attention to the performance in cultural subjects and have insufficient awareness of the importance of dance courses.

Firstly, schools have not invested enough in curriculum publicity and education, resulting in students' knowledge of dance being limited to the surface, and they are unable to deeply understand the artistic value and nurturing function of dance. Secondly, due to the lack of a systematic dance education system, students seldom have the opportunity to come into contact with formal dance teaching in primary and secondary schools, which directly affects their interest in and knowledge of dance. Furthermore, the current demand and recognition of dance professionals in society needs to be improved, which also affects students' motivation to learn dance.

Improving students' awareness of dance is an important part of promoting the development of dance programmes in

Chinese universities. Only when students fully recognise the value of dance can they be better engaged in dance learning, thus improving the overall quality of dance education.

3.4.2. Insufficient Motivation of Students to Learn

In the current Chinese university dance programme, students' lack of learning motivation is a common problem. Firstly, due to the influence of traditional education concepts, dance courses are often regarded as less important than professional courses, resulting in students not paying enough attention to dance learning. Secondly, the assessment methods of dance courses may be too monotonous, often focusing only on the mastery of skills and neglecting the cultivation of students' creativity and expressiveness, which makes students lack a sense of achievement and interest in the learning process. In addition, the teaching mode of dance courses may be too rigid, lacking the combination with students' life experience and emotional experience, which makes it difficult for students to have empathy.

4. Countermeasures for the Development of Chinese University Dance Programmes

4.1. Improve the Curriculum and Content

4.1.1. Establish a Systematic Curriculum System

Chinese university dance education has gradually been taken seriously in recent years, however, there are certain problems in the existing dance curriculum, such as imperfect curriculum system and overly single curriculum content. In order to better develop university dance education, it is necessary to establish a systematic curriculum system.

First of all, the curriculum should give full consideration to the needs of students and the objectives of dance education, focusing on the cultivation of dance skills as well as the combination of dance theory and practice. In addition, dance courses with a targeted approach can be offered according to the characteristics of different majors, such as dance performance, dance choreography, dance education and so on. Secondly, the contents of the courses should be rich and diverse, covering a wide range of dance types such as Chinese dance, modern dance, street dance, etc., so that students can be exposed to various styles of dance and improve their dance literacy. At the same time, theoretical courses such as dance history and dance aesthetics can also be offered to help students gain a deeper understanding of the development and connotation of dance art. In addition, during the implementation of the curriculum, emphasis should be placed on the combination of practice and theory, and classroom practice and practical activities should be strengthened so that students can continuously improve their dance skills in practice. At the same time, students are encouraged to participate in various dance competitions and performances to increase their stage experience.

Finally, in terms of course evaluation, a diversified evaluation system should be established, focusing not only on students' dance skills, but also on their dance expression, creativity and teamwork ability. Students' learning outcomes are comprehensively assessed through a variety of evaluation methods such as final exams, classroom presentations, and creation of works.

In conclusion, the establishment of a comprehensive university dance curriculum system can help improve the quality of dance education and cultivate more excellent dance

talents. On this basis, it is also necessary to continuously adjust and optimise the curriculum to adapt to the changes in social development and students' needs, and to promote the sustainable development of university dance education in China.

4.1.2. Enriching Course Types and Contents

In the process of development of Chinese university dance programmes, the enrichment of course types and contents is the key to improving the quality of education. At present, dance courses should cover many aspects such as dance theory, dance technique, dance creation and dance performance in order to cultivate students' comprehensive dance literacy. In terms of theory courses, courses such as dance history, dance aesthetics, dance anatomy and so on can be set up to enable students to understand the development lineage of dance and master the basic theoretical knowledge of dance. In terms of technique courses, they should include training in different styles of dance techniques, such as ballet, modern dance, folk dance, etc., so as to meet students' diversified learning needs. In addition, dance creation and dance performance courses can be set up so that students can improve their dance creation ability and performance level in practice.

In order to enrich the contents of the courses, well-known dancers, choreographers and scholars at home and abroad can be invited to teach or hold lectures at the school, so that students can be exposed to the most up-to-date information and concepts of dance. At the same time, schools can also organise students to participate in various dance competitions, performances and exchange activities to broaden their dance horizons. In addition, with the help of modern technology, such as multimedia teaching and network resources, students can be provided with more diversified learning resources and pathways.

In the curriculum, attention should also be paid to the hierarchy and progressiveness of difficulty, so that students can gradually improve their dance skills and artistic qualities in the learning process. Courses of different levels of difficulty can be set for students of different grades to meet their learning needs. At the same time, the content of the courses should keep abreast of the times and pay attention to the hot spots in society and the development trend of dance, so that students can always maintain their enthusiasm and interest in dance during the learning process.

In conclusion, enriching the types and contents of dance courses in Chinese universities will help to improve students' dance literacy and cultivate more excellent dance talents. In the future development, schools should constantly optimise the curriculum system, innovate teaching methods and provide students with more quality educational resources.

4.2. Improve Teaching Mode and Teaching Methods

4.2.1. Introducing Innovative and Interesting Teaching Methods

In the current Chinese university dance programme, it is particularly important to introduce innovative and interesting teaching methods. Firstly, it can stimulate students' interest in learning and make them more willing to devote themselves to dance learning. Secondly, innovative and interesting teaching methods can help to improve students' learning effect and make them better master dance knowledge and skills.

In order to achieve this goal, teachers can try the following methods in teaching. Firstly, using modern technological

means, such as multimedia teaching, network resources and virtual reality technology, to provide students with more intuitive and vivid learning materials. For example, when teaching dance movements, videos can be used to play the performances of professional dancers so that students can intuitively understand the essentials of the movements; when explaining the history and culture of dance, multimedia can be used to display relevant pictures, music and literature to enhance students' learning experience. Secondly, the element of gamification is integrated into dance teaching, so that students can learn in a relaxed and pleasant atmosphere. For example, some dance games can be designed to let students practise dance movements in the games to improve their learning motivation; a point system can be set up to encourage students to compete with each other and stimulate their learning motivation. In addition, teachers can also organise students to participate in practical activities, such as dance competitions, performances and exchanges, so that they can improve their dance skills and experience the charm of dance in practice. At the same time, dance artists and experts are invited to give lectures and demonstrations, so that students can come into close contact with the art of dance and broaden their horizons.

4.2.2. Paying Attention to Students' Individual Differences

In the current Chinese university dance education, paying attention to students' individual differences is an important and urgent aspect to be improved. Each student has his/her own unique background, dance fundamentals and learning style; therefore, teaching models and methods should be able to meet the needs of different students.

Firstly, teachers should find out the students' dance levels and interests through entrance tests or pre-courses. In this way, teachers can provide students of different levels with appropriate teaching content and difficulty to ensure that each student can improve at a level that suits him/her. For beginners, teachers should focus on the cultivation of basic skills, while for students with a certain level of foundation, they can be guided to explore the deeper levels of dance. Secondly, teachers should adopt diversified teaching methods, such as group teaching, individual guidance, practical exercises and theoretical lectures, to suit different students' learning styles. For students who prefer co-operative learning, group exercises can improve their teamwork ability; while for students who prefer independent learning, individual instruction can help them better digest and absorb dance knowledge. In addition, teachers should encourage students to express their views and feelings, creating an open and inclusive learning environment. Through classroom discussions and creative presentations, students can share their dance understanding and creativity, which not only enhances their self-confidence, but also promotes mutual understanding and respect between teachers and students. Finally, teachers should regularly assess students' learning progress and adjust their teaching strategies according to the assessment results. This dynamic teaching approach can ensure that every student can be fully supported and developed in the dance programme.

4.3. Strengthening the Teaching Staff and Teaching Resources

4.3.1. Improving the Quantity and Quality of Teachers

Improving the quantity and quality of teachers is one of the most important countermeasures for the development of

university dance programmes in China. First of all, it is necessary to increase the number of dance teachers because currently many universities do not have enough dance teachers, resulting in students not being able to get enough attention and guidance. In addition, the quality of dance teachers is also very important. Dance teachers with rich teaching experience and professional knowledge should be recruited in order to improve the quality of teaching.

In order to improve the teaching standard of dance teachers, universities can organise regular teacher training and seminars so that teachers can learn about the latest dance teaching concepts and methods, and share their experience and exchange ideas with other teachers. In addition, universities can encourage teachers to participate in dance performances and research projects so as to improve their practical skills and academic standards. In addition, universities should establish a sound teacher evaluation and incentive mechanism to motivate teachers to actively engage in teaching and research. By evaluating teachers' teaching effectiveness, academic achievements and teaching quality, their performance can be ascertained and they can be provided with appropriate rewards and promotion opportunities. This will help attract and retain good dance teachers and increase their motivation and satisfaction in teaching.

In conclusion, improving the number and quality of teachers is an important countermeasure for the development of dance programmes in Chinese universities. By increasing the number of dance teachers, improving the quality of teachers, organising training and seminars, and establishing teacher evaluation and incentive mechanisms, the standard of dance teaching can be raised and the development of dance education can be promoted.

4.3.2. Increasing Investment in Teaching Resources and Facilities

In the current Chinese university dance education, the input of teaching resources and facilities is one of the important factors affecting the quality of dance programmes. In order to improve the teaching quality of dance courses and students' learning experience, it is necessary to increase the input of teaching resources and facilities.

First of all, schools should increase the budget for the dance programme and provide adequate financial support for the dance programme. This includes hiring experienced and qualified dance teachers, providing dance teaching materials and music materials, as well as dance costumes and props. Secondly, schools should improve the facilities of dance classrooms and rehearsal halls by providing spacious and bright dance classrooms and professional rehearsal halls. This can provide students with a good learning environment and rehearsal venues, and improve students' motivation and efficiency in learning. In addition, schools can provide students with more practical opportunities, such as organising dance performances and competitions, and inviting dance artists to give talks and demonstrations. This can help students better understand and master dance skills, and improve their dance performance ability and creativity.

In conclusion, increasing investment in teaching resources and facilities is one of the key measures to improve the quality of dance programmes in Chinese universities. By providing sufficient teaching resources and facilities, schools can create better learning environments and opportunities for students, promote their all-round development, and improve their dance literacy and ability.

4.4. Enhancing Student Participation and Learning Effectiveness

4.4.1. Enhancing Students' Awareness and Interest in Dance

Enhancing students' awareness and interest in dance is the key to improving the participation and learning effect of university dance programmes. Firstly, schools can organise dance lectures, performances and exhibitions to let students know more about the history, culture and artistic value of dance, so as to increase their awareness of dance. Secondly, teachers can adopt lively and interesting teaching methods, such as introducing popular dance elements and using multimedia technology to show dance movements, in order to stimulate students' interest in learning. In addition, schools can also organise dance competitions and performances so that students can have the opportunity to experience the charm of dance for themselves and further cultivate their interest in and love for dance. Through these measures, students' awareness of and interest in dance can be effectively enhanced, so as to improve the learning effect of university dance courses.

4.4.2. Stimulate Students' Learning Motivation

In the current Chinese university dance education, improving students' participation and learning effect is an important topic. In order to stimulate students' learning motivation, we can start from the following aspects.

Firstly, we need to enhance students' awareness and interest in dance. In dance courses, teachers can help students understand the diversity and artistic value of dance by explaining the history, genres and cultural background of dance. In addition, organising students to watch dance performances and films so that they can experience the charm of dance first-hand will also help to cultivate their interest in dance. Secondly, we can stimulate students' learning motivation through diversified teaching activities. For example, organise students to participate in dance creation, choreography and performance so that they can experience the fun and challenge of dance creation. Meanwhile, dance competitions and exchange activities are carried out so that students can improve their dance skills and performance level in competition and co-operation. In addition, establishing a positive learning atmosphere is also an important means to stimulate students' learning motivation. Teachers should encourage students to encourage and learn from each other to create a harmonious and positive learning environment. At the same time, teachers should give students full affirmation and encouragement so that they can feel the progress and achievement, thus enhancing their learning motivation. Finally, providing diversified learning resources and opportunities is also an important way to stimulate students' learning motivation. For example, establishing dance laboratories to provide students with space for practice and exploration; cooperating with professional dance groups to provide students with opportunities for internship and performance; and organising students to attend dance seminars and lectures so that they can be exposed to the latest dance research results and industry trends.

To sum up, motivating students requires multifaceted efforts. By enhancing students' awareness of and interest in dance, carrying out diverse teaching activities, establishing a positive learning atmosphere, and providing diverse learning resources and opportunities, we can effectively improve students' engagement and learning outcomes, and promote the

development of dance education in Chinese universities.

5. Conclusion

The curriculum of China's university dance courses has been gradually enriched, but there are still certain problems in the curriculum system, teaching content, teaching methods and other aspects. In order to better promote the development of China's university dance curriculum, it needs to be reformed and improved in the following aspects. Improve the curriculum and content. Establish a systematic curriculum system, pay attention to the combination of practical and theoretical courses, enrich the types and contents of the courses, so that students can fully understand the development of the art of dance in the learning process, and improve dance literacy. Improve the teaching mode and teaching methods. Focus on teaching students according to their aptitude, introduce innovative and interesting teaching methods, pay attention to students' individual differences, and stimulate students' interest and motivation in learning. Strengthen the construction of teachers and teaching resources. Improve the number and quality of teachers, focus on their professionalism and teaching ability, and at the same time increase the investment in teaching resources and facilities to provide students with a good learning environment. Improve students' participation and learning effect. Enhance students' awareness of and interest in dance through various channels, stimulate students' learning motivation, and promote students' all-round development.

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