Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 5, No. 1, 2023

Evaluation of Teacher Competency in Teaching Dance Sports in Selected Universities in Hunan Province, China

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Abstract: This paper evaluates the ability of sports dance teachers in selected universities in Hunan province, and selects teachers and students from 5 universities to carry out a questionnaire survey. The results show that： 1.there are more young female teachers, most of whom are only 5-10 years of teaching age;2.In terms of principles and concept of dance sports, the teachers need to focus on how to increase the locomotor and non-locomotor movements, patterns and sequences of movements while applying different dance elements;3. Teachers are needed to prioritize their training to enhance the fluency in the waltz routine and eloquence in employing distinctive style and artistic elements in dance routines; 4. The teachers are still using limited teaching strategies and modality of learning in teaching dance sports;5. The teachers are not consistently giving enough feedback on the performance of the students and to the parents as an important part of the assessment and evaluation of student's learning.

Keywords: Hunan Province; Dance Sports; Teacher Competency in Teaching.

1. Introduction

"Teacher are the base of education plan". The quality of education depends on the level of teachers' competence, and the state attaches great importance to the professional development of teachers in order to improve the quality of education. In order to strengthen the construction of the teaching staff, the 17th National Congress of the Communist Party of China clearly proposed to "give priority to the development of education", improve the post-service training system for teachers, and strive to build a team of professional teachers with excellent professional qualities. In the report of the Nineteenth National Congress of the Communist Party of China, Xi Jinping（2017）emphasized: give priority to the development of education, strengthen the construction of teachers' morality, and build a high-quality teaching team. In December 2011, the first China dance sports Science Research Paper Reporting Conference was held in Wuhan Institute of Physical Education. This was the first breakthrough and innovation in the construction of Chinese dance sports theory, which boosted the healthy development of dance sports theory research. Zhang Yi（2011）, chairman of the China Dance Sports Federation and deputy director of the Social Sports Guidance Center of the State Sports General Administration, spoke highly of this seminar, emphasizing the strengthening of the theoretical construction of dance sports, and encouraging more papers to focus on the macro-level research of dance sports in the future. Serve the society better and lead the sustainable development of the dance sports team.

"Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era" (2018) pointed out that to build a high-quality teacher team, educators should abide by the laws of education and comprehensively improve the competence of teachers according to the needs of teachers' growth. strategy. Colleges and universities are the main bases for training professional dance sports talents. The level of teachers' competence directly affects the quality of talent training. Whether they can cultivate high-standard dance sports talents that meet the needs of society, teachers should improve their teaching practice ability, so as to improve teaching quality. quality. Due to the short development time of dance sports in colleges and universities, the competence of teachers is uneven. Improving the competency of dance sports teachers should be the main focus of professionals. According to the survey, many dance sports teachers attach great importance to improving their professional skills. They think that as long as they are skilled in dance sports teachers, they are competent professional teachers. They lack advanced teaching concepts and remain at the level of "teachers" in experience teaching. Even if the professional skills are learned, the existing dance sports training lacks systematization, and the training courses show "randomness".

dance sports have been developed in colleges and universities for nearly 20 years, and the quality of students has improved. With the expansion of social influence and students' in-depth understanding of the admissions policy, the number of students has increased significantly. Domestic colleges and universities have different orientations, and the scale of enrollment varies, but the number of students has been greatly improved compared with the beginning of its establishment. The quality of the student source has developed from the students who temporarily crammed for several months for the entrance examination to some students who have experienced the professional technical training of the art professional school. They have already emerged in domestic competitions, and their professional skills have reached the level of professional players. Azimuth enhancement. Students' understanding of dance sports is getting deeper and deeper, and learning only at the technical level can no longer meet the students' increasing professional needs. This current situation has higher and higher requirements for the competence of dance sports teachers in colleges and universities, and more and more comprehensive requirements, and teachers are facing higher challenges.

Therefore, it is necessary to improve the competency of physical education teachers, find out the internal and external factors that affect the development of physical education teachers, and promote the professional development of physical education teachers.

2. METHODOLOGY

This chapter discusses the Research Design, Research Locale and Research Participants, Sampling Method, Data Gathering Procedure and statistical tools to be used in analyzing the Information and data gathered.

2.1. Research Design

A scientific process must begin with a description that is based on observation of an event or events. From there, theories can later be developed to explain the events observed. In the realm of psychology, the scientific process entails techniques that describe behavior, which includes surveys, interviews, psychological tests, case studies, and of course, naturalistic observation.

On the other hand, correlation is a statistical method that measures the relationship between two or more variables. This gives an indication of how one variable may predict another.

In this study, the descriptive correlational design method will be employed to provide the descriptive information about the different teaching strategies used in teaching Dance sports in selected Colleges and Universities in Hunan Province in China. Descriptive Correlational method describes the relationship of profile variables on the teaching strategies of Dance sports teachers of the selected colleges and universities in the Hunan Province in China.

2.2. Research Locale

This research study will be conducted in selected colleges and universities in Hunan Province, China. The schools included in this study are Hunan University of Science and Technology, Hunan Institute of Humanities, Jishou University, Hunan Institute of Foreign Economics, Hunan Agricultural University. These universities are selected based on the highest number of enrolled students with disabilities in the province of Hunan, China.

2.3. Research Participants

Table 1. Distribution of Respondents

Name of University	Teachers	Students	Total
Hunan University of Science and Technology	5	56	61
Hunan Institute of Humanities	5	54	57
Jishou University	4	67	75
Hunan Institute of Foreign Economics	6	48	52
Hunan Agricultural University	4	43	47
	24	268	292

The teacher respondents of the study should be a physical education teacher who is handling dance sports in the current semester of SY 2022-2023.The teacher respondents should have a Bachelor's Degree/Master's degree in Physical Education, Sports Science and Exercise Sciences, and another related field. The student respondents should be currently enrolled in the dance sport course of their respective university.

2.4. Sampling Method

This study utilized a total enumeration sampling for the teacher-respondents and random sampling method to identify the total number of student-respondents or population. Simple random sampling is a randomly selected subset of population. In this study, the researcher considered the total numbers of the respondents in each school before she comes up with the required number of respondents. The respondents of this study are the teachers and students enrolled in dance sports in selected colleges and universities in Hunan Province, China.

2.5. Pre gathering of Data

The researcher will construct a self-made survey questionnaire and will be validated by at least three experts of the same field of specialization. All comments, suggestions and corrections will be followed and integrated for the improvement of the research tool. Also, the researcher will conduct a pilot testing to test the reliability of the questionnaire using Cronbach Alpha.

2.6. Statistical Treatment of Data

Microsoft Excel and Statistical Package for Social Sciences were used in treating the gathered data in this study. Frequency count and percentage were used to describe the profile of the teacher-respondents.

Weighted mean was used to describe the teaching competency of the teacher-respondents in teaching dance sports and the following Likert Scale was used.

To determine if there is a significant difference between the assessments on the teaching competency of the teacher-respondents in teaching dance sports as assessed by themselves and by their students, t-test was used.

Lastly, Spearman rho was used to determine if there is a significant relationship between the profile of the teacher-respondents and their teaching competency in teaching dance sports.

3. Literature References

The National Medium and Long-Term Education Reform and Development Plan (2010-2020) were published in 2010 by the State Council. Additionally, the Ministry of Education and the Ministry of Finance jointly published "Opinions on the Implementation of Undergraduate Teaching Quality and Teaching Reform Projects in Colleges and Universities" and "The Ministry of Education on Several Opinions on Further Deepening Undergraduate Teaching Reform and Comprehensively Improving Teaching Quality" in the same year.

Sports dance is a characteristic project in which one or two people join hands in the accompaniment of drum music. It has both sports and artistry. It has been enthusiastically received by the Chinese people because of its good viewing, entertainment and fitness sought after. It is not only an effective way for people to exercise and lose weight, but also a special cultural and recreational activity to cultivate sentiment, enhance communication and improve the quality-of-life Li Xiaofen, (2016).

Major sports colleges and institutions across the nation have offered performing arts majors focused on sports dance

projects since 2000. There are majors in choreography, dance performance, and dance studies, albeit these majors don't all have the same presentation formats. Nonetheless, their common training objectives are to develop talents in sports dance that satisfy societal needs, continuously enhance the sports dance talent training structure and system, and develop more professionals in sports dance teaching, choreography, and performance. However, with the development of education for all and the expansion of enrollment in colleges and universities, the number of students has increased to a great extent, but the school's facilities, teachers, teaching plans and social practice have not kept up with the pace of growth in the number of students.

Colleges and universities still need to improve the teachers' competency in terms of professional setting, training programs, teaching staff, students' comprehensive ability and innovative spirit. The talent training mode, teaching content and methods need to be further changed, which has led to the narrower and narrower employment opportunities for college students. Employment pressure is increasing. Sports dance started late, developed rapidly, professional positioning is not yet clear, the teaching system is not perfect, and the teaching staff needs to be further improved (Wu Dongfang, 2018). Therefore, research on the construction of sports dance is very necessary.

In addition, sports dance started relatively late in China, but developed rapidly. The development of Chinese sports dance has a large gap in levels, different styles and techniques, and a serious shortage of professional teacher resources. There is still a certain gap between powerful countries (Shao Keqiang, 2020). As China's higher sports colleges gradually open sports dance majors and train sports dance professionals, we can find that this gap is reflected in both external technical style and artistic expression. At the same time, it is also reflected in the internal team culture construction and the school's training plan. Therefore, this puts forward stricter requirements for the construction of sports dance majors in my country's higher sports colleges.

This study will address the research gap in terms of the evaluation of the competencies of Physical Education teachers in teaching Sports Dance since this is not the traditional dance being taught in China. Moreover, this study will help the teachers, curriculum maker, Ministry of Education in China to conceptualize with a better implementation of Sports Dance.

4. Conclusion

1. Universities in China are hiring more female faculty members in teaching sports dance and most of them are in the middle age. The opportunity for male young teachers is lesser than female.

2. Since sports dance is still new to Chinese Universities, they just started offering this course around 5 to 10 years which is clearly shown in terms of the trainings attended of the teacher-respondents.

3. Most of the teachers who are teaching sports dance are still in the process of pursuing their master's degree to improve their knowledge and skills in sports dance.

4. In terms of principles and concept of dance sports, the teachers need to focus on how to increase the locomotor and non-locomotor movements, patterns and sequences of movements while applying different dance elements.

5. Teachers are needed to prioritize their training to enhance the fluency in the waltz routine and eloquence in employing distinctive style and artistic elements in dance routines.

6. The teachers are still using limited teaching strategies and modality of learning in teaching dance sports.

7. The teachers are not consistently giving enough feedback on the performance of the students and to the parents as an important part of the assessment and evaluation of student's learning.

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