

Problems and Countermeasures in Dance Education on Shaanxi Polytechnic Institute

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Abstract: As an important part of quality education in colleges and universities, dance education not only cultivates students' dance skills and aesthetic ability, but also has a positive impact on students' physical and mental health development. This paper aims to explore the innovation and practice of dance education in colleges and universities, analyze the current situation of dance education, and put forward targeted improvement strategies.

Keywords: Dance Education; Innovative Practice; Strategy.

1. Background of the Study

Today, dance education has become an important part of the university education system. It is not only a means to cultivate students' physical quality and aesthetic ability, but also one of the important ways to promote students' all-round development and improve their comprehensive quality (Dai, 2020). As an important part of the campus cultural life, the college students' art troupe undertakes the important tasks such as enriching the campus culture, displaying the school image, and cultivating the students' artistic accomplishment. However, in the actual teaching process, there are some problems in the dance education and teaching of the college student art troupe (Han Lu, 2022).

Fish Navigation (2021) points out that the current dance teaching requires relatively more venues, equipment and other resources, but the dance teaching conditions in many schools are limited, so it is difficult to meet the learning needs of students. Some schools have dance classrooms with simple facilities, narrow venues, and lack of professional audio equipment and dance floor, which brings great difficulties to dance teaching. In addition, Song (2022) pointed out that in dance education in colleges and universities, dance teaching needs a professional team of teachers to guide them, but many schools are relatively lack of teachers in this field, and lack of high-level dance teachers. Dance teachers in some schools come from non-dance majors and lack professional teaching experience and skills, which affects the teaching quality (Wang, 2021). At the same time, the dance teaching curriculum of some schools is too single, lack of pertinence and flexibility, and cannot meet the learning needs of different students.

The dance courses in some schools are too traditional and lack the elements and content to keep pace with The Times to attract students' interest (Feng, 2024). Traditional dance teaching often focuses on one-way knowledge teaching and lacks the teaching methods of interaction and participation with students, which makes it difficult to stimulate students' interest in learning and creativity. In dance teaching, some schools mainly focus on explanation and demonstration, lacking sufficient interactive and practical links, leading to poor learning effect of students (Zhuge & Cao, 2022).

Higher vocational colleges pay attention to cultivating students' vocational skills and practical ability, which is different from ordinary undergraduate colleges in terms of

running philosophy, subject setting and teaching strength (Yu Ping, 2021). The dance education and teaching problems of college students' art troupe may present unique characteristics and challenges in higher vocational colleges (Guo, 2021).

Therefore, the study of the problems in dance education teaching of college students' art troupe in higher vocational colleges is helpful to deeply understand the development of cultural education in higher vocational colleges and provide theoretical support and practical experience for the reform and development of art education in higher vocational colleges. Secondly, the importance of dance education of art troupe to students' comprehensive quality. As an art form, dance can not only cultivate students' aesthetic taste and artistic accomplishment, but also exercise students' physical quality, coordination ability and team spirit (Qiu, 2023). As an important part of the school's cultural life, the college student art troupe undertakes important tasks such as enriching the campus culture, displaying the school image and cultivating students' artistic accomplishment (Li, 2023). Therefore, the study of the problems existing in the dance education and teaching of college students' art troupe is conducive to promoting the comprehensive development of students and improving their comprehensive quality.

With the continuous development of social economy and the increasing demand for talents, the students trained in higher vocational colleges have become the main force in all walks of life (Fan, 2024). These students may need to use artistic skills such as dance in their future careers, such as working in cultural and art institutions, entertainment and leisure venues, cultural and media companies and other fields. Therefore, the study of the problems existing in the dance education and teaching of college students' art troupe in higher vocational colleges is helpful to provide them with the teaching content and methods more in line with the actual needs and improve the students' employment competitiveness and career development space. In addition, in recent years, China's higher education field has increased its support for art education and has put forward a series of policies and measures to promote the development of art education (Luo Juan, 2023). As one of the important platforms for training skilled talents, higher vocational colleges have paid more attention to their art education. To study the problems existing in dance education teaching of college students' art troupe in higher vocational colleges is helpful to examine and evaluate the implementation of current policies and provide reference

opinions and suggestions for the formulation and improvement of policies.

2. Dance Education and Teaching Practice

As an important part of art teaching in colleges and universities, dance education plays an important role in improving students' artistic accomplishment and physical and mental development. Tang (2023) pointed out that although dance education in colleges and universities has made certain progress in theory and practice, there is still a problem of disconnection between course content and students' needs. Through the investigation of ten art colleges and universities, it is found that most dance courses focus on technical training, ignoring the cultivation of creativity and expression. The study suggests that universities should increase the diversity of courses, introduce interdisciplinary teaching modes, and strengthen professional training of teachers to promote the all-round development of dance education. Cruz Banks Ojeya (2023) focuses on the practice and challenges of contemporary dance education in American universities. By comparing the dance curriculum of different universities, the author points out that American universities emphasize the cultivation of students' individual creative ability and critical thinking in dance education. The literature also specifically mentions teaching strategies that combine technology and art, such as the use of multimedia technology to enhance students' learning experience and creative performance. Cruz Banks Ojeya believes that this education model provides students with a broader career path.

Wang & Tang (2021), through questionnaire survey and interview, found that many students majoring in dance reported a single curriculum and a lack of connection with the modern dance market. The study suggested that universities should adjust their curriculum structure according to the development trend of the dance industry and strengthen cooperation with dance groups and art institutions to improve students' practical ability and employment competitiveness. Analyzing the teaching content and methods of traditional dance courses, Liu (2021) points out that many teaching

modes still remain at the level of teaching skills, ignoring the spread of dance culture and the development of students' personalities. The research suggests that by integrating modern teaching techniques and concepts, such as increasing the sense of interaction and participation, the attractiveness and teaching effect of traditional dance education can be effectively enhanced.

Nicholas Rowe (2021) studied and explored the application of dance education in European higher art institutions. She points out that European dance education emphasizes the combination of artistic expression and cultural understanding, and the curriculum design incorporates a lot of research on dance history and culture. Nicholas Rowe believes that this mode of education helps students to develop a comprehensive artistic perspective and a deep cultural background, laying the foundation for performing careers on the international stage.

3. Statement of the Problem

This study aimed to evaluate the level of effectiveness of dance education at Shaanxi Polytechnic Institute in enriching the dance curriculum, promoting cultural values, enhancing the school's image, and contributing to student accomplishments.

Specifically, it sought answers to the following queries.

What is the level of effectiveness of dance education in Shaanxi Polytechnic Institute in enriching:

Dance curriculum

Culture

School image

Student's accomplishments?

What are the impacts of dance education in Shaanxi Polytechnic Institute along:

Dance curriculum

Culture

School image

Student's accomplishments?

Impacts of Dance Education in Shaanxi Polytechnic Institute

The following presents the findings on the impacts of dance education in Shaanxi Polytechnic Institute.

Table 1. Impacts of Dance Education in Shaanxi Polytechnic Institute

Theme	Freq.	Sample Responses
Cultural Awareness	5	"Dance has given me a new perspective on cultural diversity. I feel like I've learned to appreciate different cultures and styles, which has definitely impacted my personal growth." (Student 1)
School Reputation and Image	5	"Public performances have boosted my confidence, and I think they help promote a good image for our school. People see our skills and dedication, which reflects well on the institute." (Student 5)
Personal Growth and Confidence	5	"Dance education has made me more confident and expressive. I've grown a lot as a person, and I feel like the program positively affects how people see our school." (Student 3)
Community Engagement	4	"The dance program strengthens the school's relationship with the community. Our public performances allow us to interact positively with the audience, which brings pride to the students and the institution alike." (Teacher 2)
Academic and Artistic Development	4	"The dance program has made a big impact on my academic and personal growth. The balance of theory and practice keeps me engaged, and I feel more motivated in other areas of study as well." (Student 7)
Preparation for Competitions	3	"The program is good, but I feel like we could use more competition-focused training. I'm interested in dance as a career, so it would be helpful to have more support in preparing for competitions." (Student 6)
Curriculum Enrichment	3	"I think our dance curriculum is enriched by the program. We get to learn both modern and traditional styles, which makes it interesting and meaningful for us." (Student 4)

4. Conclusion

(1). The dance education program at Shaanxi Polytechnic

Institute is a valuable tool for enriching both academic and cultural aspects of student life, enhancing the curriculum and positively contributing to the school's reputation and

community connection.

(2). Dance education at Shaanxi Polytechnic Institute fosters holistic student development by building confidence, cultural appreciation, and practical skills, which prepare students for future personal and professional success while strengthening community bonds.

5. Conclusion

1. The dance education program at Shaanxi Polytechnic Institute is a valuable tool for enriching both academic and cultural aspects of student life, enhancing the curriculum and positively contributing to the school's reputation and community connection.

2. Dance education at Shaanxi Polytechnic Institute fosters holistic student development by building confidence, cultural appreciation, and practical skills, which prepare students for future personal and professional success while strengthening community bonds.

6. Other Recommendation

Action plan to Increase the Effectiveness of Dance Education in Shaanxi Polytechnic Institute

The action plan is designed to enhance the effectiveness of the dance education program at Shaanxi Polytechnic Institute by addressing key areas that impact student learning and the program's overall reputation.

Table 2. Research question.

Area	Objective	Action	People Involved	Timeframe	Success Criteria
Dance Curriculum	Enhance curriculum diversity and engagement	Introduce more cultural and contemporary dance styles; incorporate interdisciplinary approaches	Curriculum Committee, Dance Faculty, Cultural Advisors	6-12 months	Increased student engagement and positive feedback on curriculum diversity
Culture	Foster greater cultural awareness among students	Organize workshops on cultural heritage; invite guest instructors from diverse backgrounds	Dance Faculty, Cultural Organizations, Guest Instructors	Ongoing, with quarterly workshops	Student understanding and appreciation of diverse cultures as measured by feedback surveys
School Image	Strengthen the school's public reputation through dance	Increase public performances and collaborate with local community events	Dance Program Coordinator, Marketing Department, Community Leaders	3-6 months, then ongoing	Positive community feedback and increased attendance at public events
Student Accomplishments	Support personal growth, technical skill, and competition readiness	Offer additional training for competitions; introduce mentorship programs with professional dancers	Dance Faculty, Professional Mentors, Career Services	6-12 months	Higher student participation in competitions and improved performance scores
Community Engagement	Deepen community ties through dance education	Partner with local cultural institutions for joint performances and events	Community Outreach Team, Local Cultural Institutions	3-6 months, then ongoing	Increased community involvement and collaboration feedback

References

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