

Value Orientation and Implementation Path of Dance Aesthetic Education in Colleges in Guangdong Province - Taking the Non-Dance Major of Baiyun College As An Example

Kehuan Cao^{1*}

¹ Performance Department, Guangdong Baiyun College, Guangzhou, China

Email Address

377082169@qq.com (Kehuan Cao)

*Correspondence: 377082169@qq.com

Received: 15 June 2022; **Accepted:** 30 June 2022; **Published:** 25 July 2022

Abstract:

Taking the development of aesthetic education in Guangdong Province and the Non-dance Majors of Guangdong Baiyun College as an example, this paper studies whether the dance art is seriously absent in the dance aesthetic education in Colleges, what is the function of dance aesthetic education, and how to carry out the activities, so as to provide practical suggestions for the value orientation of dance aesthetic education in colleges in Guangdong. Furthermore, this paper analyzes the absence of the value orientation and aesthetic education in the current college education system, explains the serious lag in the construction of dance courses for non-dance Majors, discusses the role of dance in enhancing students' awareness of all-round development, and puts forward the corresponding mechanisms for specific implementation as follow: scientifically and reasonably setting up dance aesthetic education courses, building dance aesthetic education environment in colleges, carrying out elegant art on campus and the second dance classes, making clear the talent training objectives, so as to provide theoretical support for the value orientation and implementation innovation of dance aesthetic education in colleges.

Keywords:

Guangdong Colleges, Dance Aesthetic Education, Value Orientation, Implementation Path

1. Analysis on the Value Orientation of Dance Aesthetic Education in Colleges

School art education can cultivate students' ability to feel, express, appreciate and create beauty. It can guide students to establish correct aesthetic concepts, cultivate noble moral sentiments, stimulate imagination and innovative consciousness, and promote students' all-round development and healthy growth. Therefore, in order to

improve students' aesthetic ability and humanistic quality via aesthetic education, school art education is without doubt the most important way. [2] However, the reality shows that there is still a lot of room for improvement in dance education. Dance education has not played its role at the level of aesthetic education, which is embodied in two aspects. First, the art of dance doesn't get the recognition it deserves; second, the dance course arrangement is not scientific. [5]

1.1. Dance Art Can Complement Educational Weakness

Basic dance skills and knowledge are the main contents of dance aesthetic education course. Through the influence of such education, students can be motivated to seek beauty more actively, so as to realize their comprehensive development. Through the learning of relevant dance knowledge, students' beautiful posture can be better exercised. In addition, teachers can also work out the corresponding dance teaching mode to give highly personalized teaching content to promote their all-round development, according to students' specific situation and personal characteristics.

1.2. Dance Art Can Improve Innovation Ability

Imitation and improvisation in dance courses require students to have different movements and creations. Creative artistic imagination and emotional activities are the elements for dance thinking to form a final vivid dance image. The innovation of dance art is also reflected in the creation of dance scenes. The process of teaching dance classes and editing dance works is the process of innovation. For example, choreography and improvisation in dance teaching is to break the imitation, since each formation or movement is different. When the students continue to create new dances that surpass the original movements and formations, it is an innovative process.

1.3. Dance Art Can Improve Comprehensive Quality

Dance art must be integrated with all kinds of knowledge, especially in creative activities. Naturally, dance is closely related to music. At the same time, it is also related to visual art such as drama performance, painting and sculpture. Dance is also indispensable to human cultural knowledge, including language, mathematics, history and physical education. For example, the Dance and Integrated Curriculum Design course developed by Michigan Dance Institute in the United States connects physical education, language, mathematics, sociology, science, music, drama, vision and other arts. [3]

1.4. Dance Art Can Promote The Cognition of Aesthetic Education

The first step to carry out dance art education effectively in colleges is to have a correct understanding of the importance of the education. Teachers need to recognize its importance in the ideological level so as to cultivate students' comprehensive quality. Schools need to recognize its importance so as to implement and promote the course more effectively. Students need to strengthen their cognition and have a good understanding of its importance so as to participate in improving their dance skills and aesthetic literacy more actively. Therefore, the teachers who carry out this educational work need to pay attention to the innovation of their own ideas and show the teaching effects actively to management to gain the full support in dance education. [4]

2. The Implementation Paths of College Dance Aesthetic Education

There are few dance art courses in colleges in China, and most of the students who are not Dance Majors in the higher education system are not exposed to dance quality courses. [1] Therefore, it is necessary for colleges to set up professional art groups, provide second classes and design dance training courses, so as to improve students' dance aesthetics, exercise their body shape and enhance their cognition of beauty. In addition, in order to quickly improve the teaching quality, schools need to evaluate teachers' classroom performance and set the educational and artistic standards for dance teachers based on the professional perspective and according to the national guidelines. The implementation paths should be set as follows: a. Set up relevant courses scientifically and incorporate them into the quality-oriented education system. b. Find specific implementation plans of Guangdong Provincial Department of Education on promoting aesthetic education teaching.

2.1. Promoting Teaching Level Through Competition

Through various competitions organized by Guangdong Provincial Department of Education and enterprises in dance industry, the popularization and promotion of aesthetic education have been increased rapidly in recent years. The related competitions include Art Exhibition and Performance Competition for College Students in Guangdong, Lingnan Dance Competition for College students in Guangdong, Art Festival for College students in Guangdong, Aesthetic Education Skills Competition for Colleges in Guangdong, and Aesthetic Education Exhibition and Performance Competition on Chinese Affection, etc. These activities can exercise the students' dance performance ability and motivate the teachers' creative ability. And experts' aesthetic evaluation can make the schools know the existing problems and gap between each other so as to progress and correct timely.

On December 1, 2021, the Education Department of Guangdong Province and the Provincial Youth League Committee carried out an exchange meeting on sports and art education, focusing on the training of dance teachers. After the meeting, the 7th art exhibition was held successfully in Qingyuan city, Guangdong Province. In the middle of November 2021, Guangdong Education Department officially held the First Basic Skills Competition for Aesthetic Education Teachers, which aimed to cultivate high-level teachers for aesthetic education. The teaching skills and abilities were displayed in several rounds. First, showed the combination of basic skills, including modern dance, classical dance and ballet. Second, compiled own relevant works by oneself, or select learning plays. Third, performed impromptu on a randomly selected piece of music. Fourth, showed the director category. Teachers could present their representative works in the recent years, submit the results for the competition or display them on the spot. Fifth, showed academic achievements. Teachers could submit a list of representative academic articles and achievements in recent years, giving corresponding academic innovations. The activities provided opportunities for dance teachers in various schools to communicate and learn from each other, improving their teaching level meanwhile.

2.2. Design and Establish a Scientific Curriculum System and the Second Classroom of Aesthetic Education

Taking the excellent traditional Lingnan culture as the carrier, Guangdong Provincial Department of Education has made full use of the strength of college

aesthetic education, college teachers and students providing continuous targeted and accurate assistance and voluntary services for aesthetic education courses, practical activities, campus culture construction, teacher team construction, etc. in the economically underdeveloped areas of East and northwest part of the province, especially in poor rural schools, so as to promote the daily, diversified and characteristic development of school aesthetic education. Every student can participate in the second classroom. In such a subtle way, the implementation of dance aesthetic education is promoted and the scope expanded.

Experts investigated the equipment of aesthetic education classrooms in remote areas of Guangdong Province, for instance, Qingyuan, Zhaoqing, Shaoguan and Jieyang, etc. and provided targeted support to make the allocation of aesthetic education class hours in each semester, complying with the provisions of the Department of education and forming a more perfect teaching atmosphere. With the improvement of aesthetic standards and students' pursuit, now teachers can closely combine the specific facts of students to compile corresponding dance teaching courses, and develop more personalized teaching content based on students' advantages, physical and mental characteristics, so that their dance potential can be effectively stimulated. Now students get more scientific learning methods, better match the corresponding dance art, and effectively improve their physical and mental health. (Figure 1, Figure 2)



Figure 1. Guangdong backbone dance teacher training project in 2021.



Figure 2. Display of second dance class of Guangdong Baiyun College.

2.3. Guangdong Provincial Department of Education Actively Carries Out the Activity of Introducing Elegant Art into Campus

Guangdong Provincial Department of Education aims to improve students' aesthetic and humanistic quality, following the direction of building morality and cultivating students. Taking the activity of introducing elegant art into the campus as an important carrier for the cultivation of the soul of the school's aesthetic education, the Department uses aesthetic education to strengthen the education of excellent traditional Chinese culture and advanced revolutionary culture, guiding students to establish a correct view of history and culture so as to enhance their cultural confidence. More than 30 elegant art activities are organized each year, including

dance, music, recitation, sketch, opera, national folk dance, ballet, etc. With elegant art integrated into the construction of campus culture, the cultural grade of the school is greatly improved. Most important of all, aesthetic education achieves the role of educating students invisibly and promote their all-round development. (Figure 3, Figure 4)



Figure 3. Campus elegant art dance In the Sunshine.



Figure 4. Campus elegant art dance Mountain Red.

3. The Reform of Physique Course for Non-Dance Majors in Guangdong Baiyun College

In order to popularize dance art and improve aesthetic awareness among college students, Guangdong Baiyun College has increased the number of dance teaching hours for non-dance majors.

3.1. Physique Classes for Broadcasting and Hosting Majors

Broadcasting and hosting majors pay more attention to the three types of dynamic training, which are sitting, standing and walking. Throughout the teaching, the cultivation of comprehensive stage application ability, the training of basic skills and the susceptibility of body perception are always carried out as top priorities. The selection of teaching content for broadcasting and hosting majors needs to be extensive and refined. That is to say, more different styles of content should be provided among students, to train them to form more open mind, more dexterous dance skills, and more professional confidence to face their careers. Meanwhile, more representative content and suitable content such as short and vivid dance opusculum should be selected to meet their majors, to satisfy their creation and practice. (Figure 5, Figure 6)



Figure 5. Presentation of Physique Class among music majors.



Figure 6. Presentation of Physique Class among broadcast majors.

3.2. *Physique Classes for Performing Majors*

Nowadays, the trend of diversified performing arts requires actors to have physical plasticity and superb skills, so that they can easily and naturally shape various characters and adapt to the artistic needs, use the content learned freely and accurately in the creation of different styles and genres. Teaching should start from changing students' original and incorrect posture, training students' flexibility and coordination, strengthening the comprehensive quality, finally extending body movement skills, perception control, adaptability, plasticity, expression, memory, relaxation and other qualities and abilities. (Figure 7, Figure 8)



Figure 7. Presentation of Physique Class among Performing majors.



Figure 8. Presentation of Physique Class among Kindergarten management major.

4. Conclusions

At present, most school management, as well as teachers and students, lack recognition of the importance of dance education, resulting in insufficient investment. The construction of dance courses for non-dance majors lags behind seriously, and no corresponding promotion schemes and systems have been established.

In fact, dance aesthetic education is the key way to cultivate a complete person. Dance education is the integration of moral and aesthetic education and it can cultivate the students' ability to observe and imitate, to improvise and express, to communicate and cooperate, to create and innovate, to accomplish and melt, to feel cultural features. Therefore, the core of dance education is to guide students through dancing to achieve the sublimation of the spiritual realm.

In view of the serious lag in the construction of dance courses for non-dance Majors, this paper puts forward corresponding mechanisms and specific implementation suggestions, such as setting up a more scientific and reasonable dance aesthetic education courses, constructing dance aesthetic education environment in higher vocational colleges, carrying out elegant art into the second classrooms, cultivating art talents among students, providing theoretical support for the value orientation, implementing innovation of dance aesthetic education in colleges.

Art education should face all students. This principle is changing the direction of dance education, making the education compulsory for every student, and then making dance quality education a popular and universal humanistic education.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Lv, Y.S. Dance for Quality Education dance. Shanghai Music Publishing House, Shanghai, China, 2014.
- [2] Long, M.P. Introduction to dance art. Shanghai Music Publishing House, Shanghai, China, 2009.
- [3] Wu, Y. Standardization and Innovation: a comparative study of dance education in Chinese and American Universities. Intellectual property press, Beijing, China, 2017.
- [4] Xiao, X,R. International Creative Dance Symposium. Shanghai Music Publishing House, Shanghai, China, 2017.
- [5] Peng, H. Comprehensive characteristics of dance class in quality education. Dance art, 2013; pp. 18-19.



© 2022 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)