

Challenges and Opportunities of Rural Dance Education in the New Media Era

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Abstract:

Through the investigation and analysis of college dance students' employment direction and rural dance education, this paper finds that rural dance education faces many difficulties and challenges. The survey results show that under the background of the current new media era, rural dance education has some problems, such as rural people's insufficient awareness of artistic dance education and weak adaptability of rural dance to rural environment. Starting from the background and current situation of rural dance education, this paper will analyze the challenges faced in the initial stage of development of rural dance education and put forward corresponding solutions. At the same time, the development of rural dance education also contains huge opportunities, and how to overcome challenges and seize the opportunities is also a key point of this paper.

Keywords:

Rural Dance Education, Challenges, Opportunities, Countermeasures

1. Introduction

In view of the development status and challenges of rural dance education, theoretical analysis and discussion can be made from the following aspects. Provide more support and educational resources, improve the teaching conditions, and train more rural dance teachers and artistic talents for rural dance education. The rural dance education cannot develop without the accumulation of historical origin and the support of modern education system. In the development of rural dance education, it is necessary to give full play to the traditional advantages of rural dance, build up the ranks of teachers, improve teaching conditions, and pay attention to the cultivation of students' artistic accomplishment and creative ability. At the same time, it also needs the attention and support of all sectors of society to jointly promote the prosperity and development of rural dance education.

1.1. Development status of rural dance education

As an important branch in the field of dance education, rural dance education has some unique characteristics in historical origin, development status and challenges compared with urban dance education. The historical origin of rural dance education

can be traced back to the dance tradition of ancient rural culture in China. With the establishment of modern education system and the development of dance education, rural dance education has gradually attracted attention and has developed to a certain extent. Especially since the reform and opening up, the problem of unbalanced economic and cultural development in urban and rural areas has become increasingly prominent. Rural dance education, as a mean of cultural inheritance and art education, has gradually received more attention. In the development of rural dance education, some rural dance education institutions and dance groups came into being. These institutions and groups provide opportunities and platforms for rural youth to learn dance by organizing dance training courses and holding rural dance competitions. At the same time, some professional dance teachers and artists have been actively involved in the cause of rural dance education, teaching dance skills and artistic culture, and promoting the development of rural dance education. However, rural dance education faces some challenges in its development. First of all, in rural areas, the level of economic development is relatively low thus lack of educational resources, and the teachers and teaching conditions are limited. Secondly, rural dance education is often affected by social concepts and cultural traditions, and some parents and students have misunderstandings as well as wrong attitude towards dance education, and the demand and support for rural dance education are insufficient. In addition, the labour force outflow of rural areas leads to the loss of talent in rural dance education.

1.2. Survey and analysis data of rural dance education

Through the systematic research of dance major students' intended career pathway to analyze the reasons why they're unwilling to work in rural dance education, we sampled 100 dance major students and came to the following conclusions: 36.36% of them were male and 63.64% were female. The students come from all over the country. In terms of the choice of employment direction after graduation, 63.64% of students tend to choose employment, 18.18% of students choose self-employment, and 18.18% of students choose to continue studying. When it comes to choosing a city for employment, more than 85 percent of students choose to stay in a relatively developed city, while 15 percent choose to return to their hometown. However, when it comes to the choice of rural dance volunteer teaching, no students choose to engage in this industry. In the survey, we found that the students hold the following views on the difficulties and challenges in rural dance teaching: 15.91% of the students think that the rural teaching equipment is insufficient, which is not conducive to teaching; 29.55% of students think low salary and remote location are the main problems; 11.36% of the students think that the quality of students in rural areas is low; In addition, 13.64% of the students pointed out other factors that lead to difficulties in volunteer dance teaching. To sum up, the rural population's lack of awareness of art and dance education and weak ability to adapt to the rural environment have become the challenges faced by rural dance education.

2. Challenges and Opportunities of Rural Dance Education

2.1. Challenges faced by rural dance education

Influence of educational concept:

In rural areas, the concept of education is relatively conservative. In these places, people tend to pour energy and resources into traditional subjects such as math, languages, and science, while neglecting the importance of arts education. This may

be due to the influence of traditional education models for a long time, as well as the emphasis on children's future employment and income.

The influence of employment concept and social values:

In rural areas, it is widely believed that art and dance education does not provide stable and high-paying career opportunities. Rural people are more likely to train their children for traditional professions such as doctors, engineers or farmers because these occupations are considered to have higher social status and economic rewards in the local society. The influence of employment concept and social values leads to the lack of awareness of art and dance education.

Information asymmetry:

The education resources of art and dance in rural areas are relatively scarce, and there is a lack of art and dance education institutions and professional teachers compared with those in urban areas. Because of information asymmetry, rural residents often lack a comprehensive understanding of art and dance education. They may not have the opportunity to be exposed to the benefits of art and dance education, the power of artistic expression and the positive impact on personal development, so they are prone to misunderstanding or neglect of art and dance education.

Economic pressures and resource constraints:

Economic pressure and resource constraints are prevalent in rural areas, which has led to relatively little investment in art and dance education. In the face of the demands of daily life and the financial pressure of basic education, art and dance education is considered to be a luxury or secondary demand. The lack of funds and resources for art and dance education limits the development of art and dance education in rural areas, and then affects the formation of rural residents' awareness of it.

Lack of teachers:

Rural areas generally face the problem of lack of dance teacher resources. Due to the relatively few dance education needs and employment opportunities in rural areas, it is difficult to attract excellent dance teachers to teach in rural areas. This leads to the lack of teachers in rural dance education, unable to provide high-quality education. According to the theory of unequal distribution of educational resources, urban areas usually have more educational resources, including teachers and educational institutions. Therefore, rural areas may face greater challenges in the recruitment and retention of dance teachers.

The source of students is unstable:

First, the population mobility in rural areas is high, and many young people choose to seek better education and employment opportunities in the city. This leads to a decrease in the number of students in rural areas, which in turn affects the source of students in rural dance education. Second, the economic level in rural areas is generally low, and many families cannot afford the cost of dance training. Dance education requires investment in dance costumes, props and venues, which can be a burden for families in rural areas. Economic conditions limit the opportunity of rural students to participate in dance education, thus affecting the stability of students.

Teaching curriculum and content are not suitable:

The curriculum and content of dance teaching in rural areas may not match the actual needs and cultural backgrounds of local students. In rural areas, students may have different interests and needs for different types of dance due to regional differences and socio-cultural differences. If the teaching curriculum and content cannot meet the needs of students, it will affect the interest and participation of students in dance education. According to the theory of acculturation, educational content and curriculum should be adapted to the cultural background and actual needs of students in order to improve learning results and student engagement. Students may lose interest in dance education if it is not compatible with the cultural background and needs of local students.

Lack of comprehensive support and cooperation mechanisms:

Rural dance education often lacks comprehensive support and cooperation mechanism. This includes lack of contact with arts institutions, community organizations, families and society. The cooperation and support from various aspects have limited the development of rural dance education. In addition, the lack of supportive policies at the industry and government levels is also an important factor. According to the social ecosystem theory, educational development requires support and cooperation at multiple levels, including individual, family, community and society levels. If rural dance education lacks these levels of support and cooperation mechanisms, it will affect the quality of education and sustainable development.

2.2. Opportunities faced by rural dance

The development of rural dance education is of great significance in today's society. With the acceleration of urbanization and the decrease of rural population, the cultural self-confidence and identity of rural areas are gradually weakened. Therefore, through dance education, rural areas can provide a way to strengthen cultural inheritance and cultivate cultural self-confidence.

In the process of studying the development of rural dance education, it is necessary to deeply understand the characteristics and cultural background of rural areas. Rural areas have a unique traditional culture, including folk dances, celebrations and so on. These traditional cultures are the precious wealth of the rural population, but due to the impact of modernization and the gradual decline of traditional local culture, the cultural self-confidence of the rural population has been challenged. Therefore, through in-depth understanding of the cultural characteristics of rural areas, it can provide strong support for the development of rural dance education.

Secondly, the development of rural dance education needs to make full use of the existing resources. Although rural areas are relatively short of resources compared with urban areas, they also have their unique resource advantages, such as natural environment, local culture and the creative power of local artists. In the practice of dance teaching, these resources can be organically combined to design and carry out dance courses and activities suitable for rural areas. For example, village dance festivals and dance workshops can be organized to involve the rural population and foster their sense of identity and pride in their own culture.

In addition, innovation is the key to the development of rural dance education. Dance teaching in rural areas faces many challenges, such as inconvenient transportation and lack of educational resources. Therefore, when designing rural dance education projects, we should pay attention to innovative teaching methods and means, make full use of information technology and Internet resources, break

geographical restrictions, and provide rural population with broader learning opportunities and dance performance platforms. At the same time, attention should be paid to cultivating dance teachers in rural areas, providing them with professional training and support, so as to improve their teaching level and artistic accomplishment of dance.

Finally, the development of rural dance education needs the support and attention of all sectors of society. The government, educational institutions, cultural and art circles and social organizations should all participate in the development of rural dance education. We can provide continuous support and guarantee for rural dance education by means of policy support, funding investment and resource sharing. The development of rural dance education is an important way to improve the cultural self-confidence and identity of rural population. Through in-depth understanding of the cultural characteristics of rural areas, making full use of existing resources, focusing on innovation and training professional talents, as well as obtaining the support and attention of all sectors of society, we can open a new chapter for rural dance education, make the dance culture in rural areas full of vitality, let the rural population find confidence and identity in dance, and jointly promote the cultural development of rural areas.

3. Development Strategy of Rural Dance Education

3.1. To improve the concept of education:

Social cognitive theory holds that the formation of educational concepts is influenced by social environment and information dissemination. Through education publicity and family education, rural residents' awareness and support for art and dance education can be improved. Educational concept is very important to promote the development of rural dance education. The education concept of rural residents can be improved by the following measures:

- Carry out dance education popularization activities: organize dance popularization lectures, demonstration teaching and experience activities to let rural residents understand the value and significance of dance education.
- Strengthen family education: Through communication and training with parents, improve their awareness of and support for art and dance education, so that they can become active promoters of children's dance education.

3.2. Strengthen publicity and promotion

Communication theory emphasizes the influence and effect of media. Through the use of new media and social media, as well as the organization of physical activities, the influence of art and dance education can be expanded and the awareness of rural residents can be improved. Publicity and promotion play a vital role in expanding the rural population's awareness and interest in art and dance education. Here are some promotion strategies:

- Use of new media and social media: attract the attention of rural residents by establishing dance education publicity websites, conducting online dance courses and pushing dance education related content.

- Organizing artistic dance activities: Holding dance competitions, performances and exhibitions in rural areas to demonstrate the charm of artistic dance and stimulate the interest of rural residents in dance education.

3.3. Increase resource input

Resource input is an important support for education development. According to the input-output theory, increasing the input of resources can improve the quality and output efficiency of education, and then promote the development of rural dance education. Increasing the investment of art and dance education resources is an important way to promote the development of rural dance education. Here are some possible measures:

- Increase the number of professional dance teachers: attract more professional dance teachers to teach in rural areas through recruitment, training and incentive policies.
- Construction of educational facilities and venues: investment in the construction of dance classrooms, performance venues and rehearsal venues in rural areas to improve the teaching environment of rural dance.

3.4. Establish a cooperative network for art and dance education:

The establishment of rural art and dance education cooperation network, including schools, communities, art institutions and cultural organizations and other multi-party cooperation. Through cooperation, educational resources, teachers and teaching experience can be shared to improve the overall level and influence of rural dance education.

- Establish partnerships with schools, community arts institutions and cultural organizations to develop dance education programs and activities. For example, dance workshops, community performances and dance competitions can be organized to encourage students and community residents to actively participate in dance education activities.

3.5. Training rural dance education talents

In order to improve the quality and sustainable development of rural dance education, it is necessary to train more dance education talents with professional knowledge and teaching skills. The government can formulate relevant policies, provide incentives and support, encourage young people to choose dance education as a major, and provide relevant training and educational opportunities.

- The Government can set up a scholarship scheme to provide funding and support for talented and potential students to encourage them to choose a major in dance education. At the same time, the government can cooperate with art institutions, cultural organizations and educational institutions to provide training and educational resources to help cultivate talents in rural dance education.

Educational research and knowledge sharing are essential to improve the quality and sustainable development of rural dance education. By researching and sharing the latest educational theories and practical experiences, the professional knowledge and teaching skills of educators can be continuously upgraded.

4. Conclusions

In recent years, rural dance education has been one of the hot spots of research in the field of dance. The relatively low level of awareness and importance attached to arts education, dance education, by the population in rural areas can be attributed to the influence of educational concepts, employment concepts and social values, information asymmetry and economic pressure and resource constraints. These factors interact to hinder the development of rural dance education. There are a number of outlooks on the future development of a range of work in rural dance education. Through the establishment of collaborative networks, policy support, educational research and practical engagement, the development of rural dance education can be promoted, the quality and impact of education can be improved, and more dance educators with professional knowledge and teaching skills can be developed. These efforts can help change educational attitudes, enhance employment perceptions and social values, address information asymmetries and reduce economic pressures and resource constraints. At the same time, rural dance education also needs to be integrated with local cultural traditions and economic development, focusing on nurturing dance art talents and cultural and creative industries to contribute to the economic revitalisation and cultural construction of rural areas.

Conflicts of Interest

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

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