

The integration path of dance teaching and national culture inheritance in Colleges and Universities

Shanshan Li

Anhui Professional & Technical Institute Of Athletics, Hefei 230051, China

Abstract: there are 56 nationalities living in the Chinese nation. Different nations have their own culture, and dance culture is an important part of national culture. In the long time of labor and life, different ethnic groups have gradually formed a favorite dance form, especially the minority culture is attracting people's attention. In the teaching of national dance, teachers should take the initiative to inherit the culture of national dance, help students master more dance knowledge, broaden their horizons, and improve the level of dance. Based on this, this paper analyzes the role of national dance culture in national dance teaching, and then considers the specific countermeasures of the integration of the two, hoping to provide reference for front-line teachers.

Key words: Dance Teaching in Colleges and universities; National dance culture; Integration Countermeasures

Dance is a special art form, which has both cultural and artistic characteristics. Among them, among many dance forms, national dance occupies a very important position. For a long time, national dance has been the carrier of national culture. To a certain extent, national dance embodies the feelings of the national staff for the nation. This means that when teachers carry out national dance culture teaching, they not only need to teach students dance skills, but also need to start from emotion and culture, combine national dance teaching with cultural inheritance, so that students can feel the beauty of different national dance cultures, and increase students' self-confidence.

1 The role of national dance culture in national dance teaching

1. Deepen students' understanding of national dance culture

In the process of carrying out national dance teaching, teachers need to combine the national dance culture with the teaching content, help students have a deep understanding of national dance, increase students' performance ability, and improve students' dance performance level. National dance culture is an important part of national culture, which is closely related to the cultural customs and aesthetic concepts of various nationalities. When carrying out ethnic dance teaching, teachers need to teach students relevant ethnic dance cultural knowledge, so that students can understand the content and source of different ethnic dance cultural knowledge, and stimulate students' interest in ethnic dance and ethnic dance culture. In this way, students can more actively participate in ethnic dance learning activities.

2. Promote the integration of multiple dance cultures

Different ethnic groups are located in different regions, and their national culture also has obvious differences, which leads to the evolution of different ethnic dance cultures. When carrying out teaching activities, teachers can try to lead students to appreciate the styles of different national cultures. For example, the Mongolian dance culture has a more obvious nomadic style; For the Dai dance culture, it has a touch of charm; For the Uygur dance culture, it highlights the cheerfulness and liveliness. In the process of spreading, different national dance cultures need to be constantly integrated with each other, and then burst out more brand-new dance cultural elements. In the process of carrying out national dance teaching, teachers can explain the cultural characteristics of different nationalities to students, expand students' horizons, spread their thinking, and help the deep integration of different national dance cultures, so as to truly stimulate the vitality of traditional national dance.

3. Cultivate students' innovative ability

On the basis of constantly understanding the cultural knowledge of national dance, students' horizons will be more open. On this basis, teachers can try to cultivate students' independent innovation ability. The national dance culture has strong inclusiveness and can accommodate a large number of new elements. While leading the students to understand the culture of national dance, teachers' innovation ability will also be significantly improved. In dance teaching, teachers can let students combine the national theme to play their imagination to create dance. In the process of choreography, they can integrate their own emotions, and then better realize the inheritance of national dance culture.

2 Analysis of the current situation of national dance teaching

1. The teaching concept does not meet the needs of national dance teaching in the new era

At present, most teachers pay more attention to the teaching of skills in the process of dance teaching, that is, teachers help students understand the basic movements of various national dances and the key points of dance arrangement. But in this process, few teachers will explain the source of dance and related cultural knowledge to the students, which leads to the students only mastering the skills of dance and not seriously understanding the connotation of the work. The result may be that after a period of time, students only master the superficial content of dance teaching, but do not understand the relevance between national dance and dance culture, and do not know how to understand the rich connotation of national dance culture. Of course, such a concept has been divorced from the needs of the current form of education.

2. Teachers' professional level is insufficient

The professional level of dance teachers affects the quality of teaching to a great extent. At present, many dance teachers have not received systematic national dance training, and their understanding of national dance culture is not deep enough. In the process of carrying out national dance teaching, some teachers can only copy mechanically according to the content of the textbook, and it is difficult to integrate their own opinions and ideas, which makes it difficult for many students to feel the charm brought by the current national dance culture. At the same time, although some teachers have learned the cultural knowledge of national dance, they do not know how to apply these theoretical knowledge to practice, which is difficult to stimulate students' interest in learning, and even lead to students' resistance. The professional level of national dance teachers is the key to determine the quality of teaching. Many ethnic dance teachers themselves have not been systematically trained and lack sufficient knowledge of ethnic dance culture. When carrying out ethnic dance teaching, they can only copy mechanically according to textbooks, let alone guide students to deeply feel the charm of ethnic dance culture. Although some teachers have learned the cultural knowledge of national dance, they do not know how to apply it in practice. The methods used in the teaching process are too old to stimulate students' interest, and even cause great mental pressure on students, resulting in students' resistance to rejection, and then choose to give up learning.

3. Neglecting cultural inheritance

When carrying out ethnic dance teaching, some teachers always hope to see the results in a short time, and take the rapid improvement of students' skill level as the goal, ignoring the inheritance of ethnic dance culture, leading to the lack of sufficient cognition of students' culture related to ethnic dance. Some teachers believe that the national dance culture has nothing to do with the importance, only need to guide students to master the corresponding dance skills, the teaching task has been completed. After a period of study, although students can perform folk dance, their movement skills are always stiff and lack of spirituality, and they are unable to innovate on the basis of existing dance combined with their own experience. The fundamental reason is that students do not really understand folk dance from the cultural level, nor do they know how to perform through folk dance, Show the profound meaning of national dance culture, so that the dance performed has its own form, but not its spirit, not to mention its artistic appeal.

3 Strategies of inheriting national dance culture in national dance teaching

1. Change the traditional teaching concept and increase the importance of national dance culture

At present, national dance teachers pay too much attention to dance skills and pay little attention to dance culture. Therefore, if teachers want to improve the quality of dance teaching, the first thing they need to do is to change the traditional teaching concept and focus on skills to the direction of paying equal attention to skills and culture. To achieve the above points, you can try the following ways. First of all, before starting teaching, teachers need to start from the teaching materials to popularize the cultural knowledge related to the teaching materials for students, such as the source of national dance, the style of works and the thoughts and feelings that the works want to convey, and constantly consolidate the students' dance skills while understanding the connotation of dance. Secondly, in the teaching process, teachers need to recognize the specific countermeasures of combining dance works with dance culture. For example, when the teacher explains the national dance movement to the students, he can explain to the students the connection between the dance movement and the rich culture of the local nationality. For example, when explaining Mongolian dance, people's shoulder and waist movements are more obvious, and their footwork is more flexible. The reason for this phenomenon is that the Mongolian are good at riding, archery and galloping. At this time, the teacher can first lead the students to watch the video of Mongolian Dance riding and galloping, riding and archery, then understand the relevant cultural knowledge of Mongolia, and finally focus on the Mongolian dance movements to master the relevant movement skills. Finally, in the process of teaching, teachers should consciously help students understand the dance culture of different nationalities, recognize the differences between different national dance cultures, and then enhance students' ability of dance performance.

2. Inheriting the national dance culture by improving the professional level of dance teachers

With the continuous development of society, the art of national dance is also constantly changing. Therefore, dance teachers continue to improve their ability, strive to learn knowledge related to national dance culture, strengthen their ability to apply what they have learned, and then let students fully experience the charm of national dance culture itself. First of all, teachers can search the information related to the national dance culture through newspapers, networks and other different channels, and carefully study the typical national culture dance works. Through continuous practice, we can increase our strong dance performance ability, so as to better interpret the national dance culture. Secondly, teachers should guide students to actively participate in various national dance performance activities and improve students' attention to national dance. At the same time, the school can also cooperate with local social enterprises to derive the national dance culture from inside the school to outside the school. For example, in special times, colleges and universities can participate in corresponding festival activities, such as the March 3rd Song Festival of Zhuang nationality, the Dragon Boat Festival of Miao nationality, and so on. Holding such festival activities can help students personally feel the atmosphere of national dance culture, and then elevate sensory experience to rational cognition, which can be flexibly used in dance teaching in the future. Finally, College teachers need to deeply explore the local traditional dance culture and dance art, through visits, case studies, research and other ways to further understand the local national dance culture, so as to improve students' dance teaching level while inheriting the national dance culture.

3. Fully explore the cultural heritage of national dance

National dance is the external manifestation of dance culture, which itself has rich cultural connotation. In the process of teaching,

teachers can guide students to fully feel the beauty of national dance culture, and then master the basic laws of the modernization of national dance through the study of corresponding dance theory.

For example, in the process of teaching Tibetan dance, teachers first need to popularize the development status of some Tibetan culture to students, and explain the customs and culture of the Tibetan nationality in combination with regional characteristics, production methods and other contents. Then, teachers need to introduce classic works to students, among which “Guozhuo” is a dance form deeply loved by the Tibetan nationality. “Guozhuo” is translated into “Guozhuang” in Chinese, which is simply a form of self entertainment around singing and dancing around the campfire. By simulating the gestures of different animals to express emotions, a unique dance performance feature is formed. After the teachers explain these contents to the students, in order to satisfy the curiosity of the students, they can also try to use the conditions of the school to introduce a batch of national costumes, so that the students can feel the charm of Tibetan culture through dressing.

4. Experience the relationship between national dance culture and dance skills

National dance comes from the production and life practice of various nationalities. There are differences in the living environment of different nationalities, which leads to their living customs, habits, aesthetic concepts and so on. Such as Dai’s squat, Mongolian’s waist step, Tibetan’s horse step, Yi’s feet, etc. Teachers can invite students to perform alone and personally experience the differences between different ethnic dance cultures face to face, so as to deepen their understanding and impression of different dance movement skills. When explaining national dance, teachers should also help students understand the origin, culture or specific background of a national dance skill. For example, the Mongols live in the north, mainly nomadic hunting. Due to the influence of the natural environment and climate conditions, the Mongolian dance will be very heroic, with a large range of movements. This feature is due to the fact that the Mongols need to keep moving to maintain their own heat and resist the smoke of natural conditions. With this explanation, teachers can help students understand the close relationship between dance skills, dance movements and dance culture.

conclusion

Through the analysis and summary of the above content, we can find that it is of great significance to integrate national dance culture into dance teaching in Colleges and universities. However, the integration of dance teaching and national dance culture is not deep enough because of the diversity of teachers’ professional quality or lack of understanding of national dance culture. In order to solve this problem, teachers need to deepen their understanding of the national dance culture, optimize the teaching mode, enrich the teaching content, and truly improve the teaching quality of the course.

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