

## **Study on the Training of Learning Quality in Dance Teaching**

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*Abstract: This study uses dance education as an entry point for learning quality. The goal of dance teaching is to train educators who can engage in dance teaching. This article explores the cultivation of dance awareness in dance teaching in normal colleges, analyzes the importance and significance of the cultivation of dance awareness, and proposes relevant training strategies to understand the problems teachers face in cultivating the quality of students' learning in dance education activities. Finally, it proposes raising students. The strategy of learning quality aims to provide reference for the development of dance teaching in normal colleges.*

*Keywords: Dance, learning quality, teaching, training.*

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### **1. INTRODUCTION**

At present, the study of Chinese students' dance education is divided into two major areas. One is the study of education issues, and the other is the research of education innovation. There are many researches on education issues. Most of them focus on the issues of current students' dance education: "re-skills," "light creation," "adultization," and "re-imitation." In recent years, the research on the innovation of students' dance education has emerged. There is no lack of constructive ideas. This study through empirical observation aims to analyze the training methods and strategies of learning quality in dance education activities to fill in the defects in the field.

### **2. METHOD ANALYSIS OF THE RESEARCH**

#### a). Research object

In this study, 30 Chinese dance students and 5 classroom teachers trained in the yy art of xx cities were selected as the objects of the survey.

#### b). Research methods

Documentary Law: Through various means such as libraries, school Sunshine Network, and HowNet, consult various types of preschool education publications, magazines, and search large-scale websites to learn about various kinds of literature on the quality of learning in mathematics, music activities, and other fields. Then, according to their own needs, they should analyze and provide their own theoretical levels of teaching, so as to lay a solid foundation for this study.

The main content of the interview is: teachers and parents' understanding of students' learning quality. The main objects of this conversation are students' dance teachers and parents. Through their interviews, they will further familiarize themselves with and understand the problems in the cultivation of students' learning quality in dance education and teaching activities.

Observing method: This study observed 30 students from the secondary class of the Chinese Dance Training Center. It mainly used participatory observation, and used the observation and video recording tools to learn the quality of the students in the dance teaching activities.

### 3. RESULTS AND ANALYSIS OF THE RESEARCH

#### 3.1. The status of student learning quality

After observing the students' quality of learning in dance education activities, they were graded according to Xia Lijie's "Student Quality of Study Observation and Evaluation Form". The evaluation form used a five-point scoring method. The author and his colleagues evaluated one child at the same time. Combine the results and make them more scientific. At the same time, each student observes the collective teaching activities, calculates the average value of each item, and finally obtains the final score of a student's learning quality. The details are as shown in the following table:

Table 1. Learning Quality Summary

Learning quality	Number of people	Mean
Curiosity and interest	30	3.44
Initiative	30	3.04
Imagination and creativity	30	3.64
Persistence and attention	30	2.96
Reflection and explanation	30	2.52

From the average point of view, most of the students' learning quality was above 2.8 points. The curiosity and interest in the period was 3.44 points, the initiative was 3.04 points, the persistence and attention was 2.96 points, the imagination and creativity was 3.64 points, and the reflection and explanation were 2.52 points. . It can be seen that students' interest, initiative imagination and creativity in this study have reached the upper level, but the scores are low in persistence and attention, reflection and interpretation, and the general development level of these two learning qualities is relatively difference.

From the above studies, it was found that when teachers did not perform learning quality interventions, students did not have particularly high scores in all aspects of dance education activities. Specific investigation and analysis of various factors are as follows:

Table 2. Curiosity and Interest Table

Number of observations	Observations	Mean	variance
30	5	3.44	0.235

From the above table, we can see that the average curiosity and interest of the entire class have reached the upper level, and most of the students have little interest in the same content teaching performance. If the content of the teacher's class is close to the student's life experience, it is easier to arouse their interest. For example, the more abstract content is less likely to cause students' interest.

Table 3. Proactive situation table

Number of observations	Observations	Mean	variance
30	5	2.96	0.94

From the above table, it can be seen that although the entire class initiative has reached a moderate level, the enthusiasm for learning is not particularly high. If teachers do not give clear instructions before preparing for classes, there are still a large number of students who do nothing and do not know how to prepare adequately for the class.

Table 4. Persistence and attention to the situation table

Number of observations	Observations	Mean	variance
30	5	2.96	0.94

From the above table, it can be seen that there is a large difference between the student's persistence and the level of intentional development at this stage. Most of the students' attention can be maintained for 30-35 minutes, but a small number of students do not achieve the average level of attention and persistence due to family education. In class teaching activities, some students quickly return to their original learning after being disturbed

Table 5. Imagination and Creativity Chart

Number of observations	Observations	Mean	variance
30	5	3.64	0.13

From the above table, students' imagination and creativity are the highest. The students' imagination and creative development are faster at this stage, individual differences are smaller, and the overall development shows a better trend. In the teaching activities, most students can actively explore and associate under the guidance of teachers.

Table 6. Reflections and explanations

Number of observations	Observations	Mean	variance
30	5	2.52	0.24

From the above table, it can be seen that the development level of reflection and interpretation of the students in this class is the worst in the dimension of the entire learning quality, and the individual differences are small, reflecting the weakest reflection and interpretation development of students at this stage. Parents should guide students to find problems and find solutions to problems with teachers, parents and peers.

### 3.2. Problems in Cultivating Students' Learning Quality in Dance Education Activities

#### (a). Ignore individual differences

There are individual differences in the development of students, teachers should not use a ruler to measure all students in the process of activities, should pay attention to teaching students in accordance with their aptitude. In the research results, it is found that students' initiative and persistence are different from the development of attention. In the teaching process, teachers do not pay too much attention to the training of these two aspects of learning quality. In observations and interviews, it was found that in a limited classroom teaching activity, teachers focused on collective teaching activities, thereby ignoring individual guidance. In this interview we have the following questions:

The author: In your class, do you have the points of collective teaching and individual teaching?.

Teacher 1: There are no collective or individual points. They are collective teaching activities.

Teacher 2: Due to lack of experience, it is difficult to grasp the course time, so there is little time for individual instruction. Therefore, all classes are dominated by class.

Teacher 3: Students have the characteristics of hyperactivity. If individuals are tutored, other students are inevitably unrestrained. They do not have the self-control abilities of adults. Therefore, if they want to complete the task of teaching this class, it is difficult to take care of the individual.

From the above interviews, it can be seen that in the teaching process, teachers are difficult to organically combine collective education with individual instruction. In the study, students are found to have large differences in the two dimensions of initiative, persistence and attention, but teachers do not pay attention to this.

#### (b). Ignoring the cultivation of learning quality

In order to overcome the limitations of the questionnaire survey, the researchers used interviews to investigate the cognitive level of the five dance teachers' learning quality, as follows:

I: How do you understand the quality of learning?

Teacher C: "To tell the truth, I didn't touch the students before. Before I joined the work, I didn't hear about the quality of the students. So I can't talk about my understanding."

Teacher D: "Students' learning quality should be some learning abilities related to students, such as curiosity and interest in learning, initiative, persistence and focus, etc."

Teacher W: I used to learn in training. I still know the importance of this concept.

Teacher J: I think the concept of learning quality is too professional and complicates some simple things. For example, I always know that I am interested in learning, initiative, and persistence. I usually cultivate in teaching, but I don't know what you're saying about the quality of learning.

Regarding the question of "understanding the quality of student learning," the researchers interviewed five teachers, C, D, W, J, and L. Of the five teachers, only one teacher who had just entered the job indicated that he had not contacted him and had not given an answer. The rest of the teachers had made certain explanations. From their answers, researchers can find that teachers do not pay enough attention to the quality of learning. Some teachers simply let students learn dance skills, so that students will feel very boring, and the enthusiasm for dancing will soon diminish.

(c). Teachers lack professionalism

Some of the teachers engaged in students' dance education graduated from a dance professional school. They did not undergo systematic preschool education training and lacked professional knowledge. They could not properly teach students in accordance with their age characteristics, cognitive interests, etc., ignoring the importance of students' specific image thinking. Sex, teaching activities in the more rigid education content, teaching language tend to be adult.

I: What do you think is the biggest problem you have encountered in teaching?

Teacher 1: Based on the students' limited ability to understand, I will inevitably not understand what I described in class. Because I have not received professional training for students, there is still a lack of clarity in the expression.

Teacher 2: I am a teacher who has just started working. Due to the lack of experience in the selection of content, there is no need to consider the needs of children. The expected goal is difficult to achieve. Some students find it difficult to integrate into the classroom.

From the above interviews, some students' dance instructors did not learn or understand the characteristics of students' age and physical and mental development. Some teachers are used to adult dance classes, and it is difficult to change their own teaching methods and language expressions. Some teachers are not only lacking the knowledge of professional preschool education still lacks certain work experience.

#### **4. COUNTERMEASURES AND SUGGESTIONS**

On the basis of the teacher's observation of the student's educational activities, it can be clearly seen that after the intervention and guidance of the learning quality, the student's learning quality has been greatly improved, and learning to dance has become more and more liked by them. One thing is that the initiative in learning has become stronger and stronger, and the level

of development of attention and persistence is also getting better and better. To enable students to develop and develop good learning qualities, I would like to make the following suggestions:

#### **4.1. Advice to teachers**

A. Change the concept of teachers and gain an in-depth understanding of the quality of student learning.

The students are innocent and pure and can easily accept the education of the teachers themselves. In teaching dance to students, teachers should grasp these characteristics and teach students in accordance with their aptitude. Specifically there are the following two points:

(a). Before the dance class, you can communicate with different students to understand their views on dance lessons and choose the appropriate teaching content. In the imitation of animals, teachers should first understand the students' existing life experience. For example, if most students do not understand the situation, teachers should change the original teaching methods according to the teaching content, generate new teaching content, and make the progress of the course. In the teaching of motor skills, education and teaching are based on students' age and thinking characteristics.

(b). After class, learn the experience of other teachers, learn from the advantages of other teachers' classrooms, change the teaching methods of traditional dance classes, and form their own classroom teaching system according to the needs of students. The current teaching methods and methods are diversified. Appropriate matching props can be selected according to the teaching content to learn how to use new learning props, update their own teaching methods, find out more about their own traditional education, and learn from the advantages of modern education. , learn from each other, make up for the lack of their own teaching.

B. Teacher's dance classroom professional knowledge training, so that the classroom meets the characteristics of student development

(a). Actively participate in the school's learning about dance lessons and gain experience in watching and listening to lessons. Teachers should not be confined to existing knowledge. In this age of rapid renewal of knowledge, they must continue to learn, accumulate more knowledge and experience, make their own classroom more colorful, and make students more interested in their own classroom. , to improve their own personality charm, in the dance education activities can better cultivate students' learning quality.

(b). Start from your own classroom and use the problems in the classroom as an entry point to actively reflect on the classroom. For example, teachers can reflect on the performance of students in this class and understand their own deficiencies through student feedback. After understanding their own deficiencies, they must actively look for appropriate countermeasures and adjust the actual teaching activities as soon as possible in the next class. If you still find that the problem cannot be solved by yourself, you can consult a teacher with teaching experience. When individual students were found to have problems, they were given individual instructions after group teaching and communicated with their parents after class. Parents were asked to coordinate with teachers' teaching.

#### **4.2. Advice for parents**

First of all, parents should pay attention to the students' dance classes and make full preparations before class to ensure that students can complete dance classes. The parents' behavior will affect the students subtly, so the parents should do a good job of pre-school warm-up exercises in advance in accordance with the requirements of the teachers, so that students develop good study habits.

Secondly, the practice of dance after class is indispensable. This requires parents to play a role in supervision. After each class, students may be required to conduct appropriate review, consolidate the content of the day's courses with the students, develop habits over time, and learn to dance. The interest will be strengthened. After each teaching activity, the teacher needs to actively cooperate with the parents. When students are practicing at home, students should not be over-requested. The teacher can measure whether the student can complete the task according to the criteria given by the teacher.

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