

# THE DEVELOPMENT OF DANCE FORM IN ART EDUCATION IN HIGHER EDUCATION

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## Abstract

College and university arts education is essential for raising students' overall quality, fostering their holistic development, enabling them to continuously raise their overall quality during the learning process, and helping to create a social and cultural environment. Universities are using novel teaching concepts and forms to change dance teaching practices in the context of artistic quality education. This is done to assist students develop more quickly and raise their level of dance learning. Dance classes make up a sizable section of the public art curricula at colleges and institutions. This study focusses on how dance education has been innovated and reformed in colleges and universities in light of new liberal arts. Almost all schools and institutions have started dance programs in recent years, and some have even included this subject in their public art education curricula. Therefore, by paying more attention to how educators and organisations improve their teaching methods and resources, the instructional function of this course can be improved.

**Keywords:** Dance, art education, public art, innovation, development and transformation, heritage

## INTRODUCTION

In recent years, colleges and universities have placed a greater emphasis on teaching public art, and dance has grown to be a popular campus pastime. To fully realise the potential of public art education, schools must take into account their current surroundings, create supportive learning environments, and develop art education curricula scientifically, according to the Ministry of Education's curriculum guidance program. Dance education is a combination of body language and music. Its educational concept involves not only the transmission and development of theoretical knowledge but also the inheritance of culture and innovation. Modern art education in dance teaching is a more unique direct teaching mode that involves training perception and rhythm to play the visual and auditory with the sensitive formation of the art field of different insights, with its unique perspective. Nonetheless, this study found that the following criteria continue to considerably limit the implementation effect of public dancing courses: First, dance art receives little attention from college administrators, and several schools that offer these kinds of art courses do not establish departments dedicated to dance instruction and research.

### Dance instruction issues and the state of affairs at colleges and institutions:

#### 1. The teaching approach must be improved

The curriculum for dance instruction in colleges and universities is mostly determined by the Ministry of Education's fundamental standards as well as the instructors' prior teaching experiences. Neither the curriculum setting nor the teaching technique are carefully thought out and adjusted to the particular educational circumstances and the students' real learning levels. In order for students to have a deeper comprehension of the material and enhance their artistic achievement, teaching dance also necessitates teaching fundamental dance knowledge and abilities in writing in addition to active and flexible practice. However, some universities have not yet strengthened their teaching staff in dance education due to the influence of exam-oriented education philosophy and the lack of modern teaching equipment. This has a negative impact on the advancement of teaching and the improvement of teaching quality because schools are unable to fully cover all aspects of education and teaching when developing dance talent training programmers. In addition, when teaching dance in colleges and universities, instructors typically only teach a few fundamental form movements without actively enhancing or modifying them to encourage students to dance while listening to music. This severely undermines the students' motivation to learn.

#### 2. Insufficient innovation in the teaching of content

It is challenging to establish new ideas and methods for teaching dance in our colleges and universities because dance education in India began very late and developed slowly, making the teachers of dance majors in these institutions inadequate. Under the direction of dance instructors, the majority of institutions are unable to organise the curriculum for dance courses based on an analysis of their own educational environment. Furthermore, teachers do not completely apply the teaching concept of tiered teaching while gathering teaching resources due to the students' uneven dancing skills, which results in the monotony of dance teaching materials in many universities that lack originality and creativity. Students find it challenging to sustain their own passion for learning in this educational environment for extended periods of time, to the point where it

eventually impacts their academic achievement. While younger teachers are innovative in their teaching methods, their lack of teaching experience and rigidity impact the teaching effect. In contrast, older teachers are experienced but their methods are not outdated, which influences the traditional teaching environment. When it comes to teaching dance in colleges and universities, the teacher's role is vital. Dance instruction will proceed smoothly if the instructor piques the pupils' interest. The purpose of teaching dance in higher education will be lost if instructors only demonstrate dance moves and let their pupils to mimic and pick them up. This necessitates that teachers stay current with the times and be creative in their own dance instruction. Every student generation has a distinct background and experiences a range of things, which shapes their interests. Therefore, in order for dance education to advance to a new level of development, teachers must stay current with the times and their students' progress.

### **3. The propensity to follow the crowd**

Dance instruction in higher education is frequently taught by example, explanation, urging, and mouthing; exercises; decomposition and combination; individual instruction; games; inspiration; and observation and imitation. Unlike with adults, dance instruction in higher education must be customised to each student's unique psychological and physical makeup, and different teaching strategies are employed for each student. The majority of teachers, however, only employ the more popular or widely utilised teaching strategies; as a result, they lack motivation to learn and do not see the novelty of new teaching techniques. However, when instructors send their pupils to dance sessions with no defined goal in mind, it is hard for the students to be interested in learning.

### **The evolution of dance education in the field of arts education:**

Compared to other forms of education, art education is a more inventive educational endeavour. In arts education, teachers' creative use of teaching models and concepts fosters students' inventiveness and aptitude, which in turn supports the successful application of aesthetic education. Art education should be conducted in accordance with the many forms of art in order to include the idea of moral education into it, have a beneficial effect on students' professional development, and enhance their own quality.

### **1. Dedication to developing students' self-control in dance instruction**

Through the development and processing of bodily motions, dance is a distinct art form that is expressed in its own language. Character thoughts can be conveyed through dance movements, which also reveal the characters' deep spiritual world. These artistic and intuitive expressions are inextricably linked to the dancer's flawless form. It takes a lot of effort and sweat to reach a specific level when learning and performing dance, especially for newcomers. The adage one minute on stage, ten years of work under the stage captures the reality that dancers face, making dance a "hard" art as well. In this sense, teachers should fully utilise the "hardship" of dancing to sharpen students' resolve in their instruction.

First of all, some students are easily disheartened when they face obstacles and challenges in their dance education because not all dance majors possess a specific degree of dancing talents, and some students have never been exposed to dance but just possess rudimentary information. The leg press exercise, for instance, requires practice and training for students who lack dance talents to rip out their leg ligaments. This training is not only boring and time-consuming, but it also causes them to experience physical agony. Teachers can now teach students to be diligent and persistent by first being severe with them and assisting them in overcoming mental and physical challenges, and then by assisting them in gradually and progressively completing each training job and action. By doing this, pupils will not only become proficient in the leg press but also strengthen their willpower. In the classroom, for instance, teachers can expose students to the training and growing experience of well-known dancers, helping them to understand that becoming a true artist requires more work than the average person. This will help students develop a positive outlook on life and values that will help them as they continue their dance education.

Second, because they have been performing for a longer time and are more confident in their capabilities, some students who are more proficient in dance aim for excellence in training or competition. Nevertheless, errors are still possible. As a result of a lack of willpower, some pupils with low psychological qualities will collapse in this circumstance and even lose confidence in themselves. Accordingly, when teaching dance, instructors should not only concentrate on helping students develop their fundamental skills but also give careful consideration to their psychological growth. They should also promptly counsel and educate students who exhibit poor psychological health so that they can deal with failures and setbacks. When it comes to choosing teaching methods and content, educators should focus more on meeting the practical needs of their students. They should also make an effort to choose techniques and content that are engaging for students and that fit the characteristics of their age group based on their learning preferences and personality traits. By experiencing the joy and enthusiasm that learning dance offers in the classroom, students will be more inclined to fully embrace their own initiative in their education and strive for personal growth.

## 2. Encouraging pupils to set appropriate aesthetic standards

Similar to art education, the goal of dance education is to assist students develop high aesthetic standards while enhancing their aesthetic sensibilities and foundational knowledge. In art education, the formation of aesthetic ideals dictates a person's moral standing in addition to influencing their behaviour and growth. Since most dance work is inspired by life but transcends it, appreciating a good dance performance can enhance the viewer's aesthetic skills and develop their moral character. For instance, when two people are dancing apart, we are able to sense their bond from the dance pictures as well as the poignancy of love through the characters' portrayals, which moves the audience. In this sense, teachers should help students learn the appropriate dance moves and appreciate the dance pieces by teaching them the contents of different dance styles. This will allow students to fully experience the allure of dance as well as the specific ideologies and emotions that are conveyed in the dance, which will help them comprehend the dance's content by fostering their emotions and uplifting their hearts. For instance, teachers can arrange for their pupils to see traditional Chinese dances and then ask them to discuss the lessons they learnt from the performance. By speaking up, students can not only learn more about dance and share their opinions with one another, but they can also experience the distinct allure of dance in the context of China's thousands of years of traditional culture, which lays a strong basis for increasing students' interest in studying dance. This will enable students to fully integrate into their dance education by enabling them to explore and create beauty, as well as to use their dance knowledge flexibly and deepen and consolidate what they have learnt.

## 3. Increasing the range of students enrolled in dance education

In addition to enhancing students' overall quality and inventiveness, dance education can play a significant role in advancing the field of art education. However, the majority of art colleges and universities currently enrol students with unique artistic capabilities as dance education majors, and because they are young and have excellent dancing abilities, these students typically begin learning dance. Some students who aspire to dance but are unable to pursue their aspirations would regret for the rest of their lives that they were unable to enter the Hall of Art and pursue their dreams of learning dance. This means that teachers can effectively broaden the scope of enrolment in dance classes, allowing those who aspire to be dance enthusiasts to receive more professional training and cultivate more high-quality dance talents for China's dance industry. Additionally, the expansion of dance education can simultaneously drive the growth of the dance industry, encourage the general public to pursue the ideals and beliefs of the spiritual power of beauty, and ultimately promote the better and faster development of the dance industry.

## 4. Put the art of education front and centre.

Dance teachers should concentrate on integrating teaching emotions into their lessons to prevent being overly strict, which could make students fearful of their teachers and unable to interact with them, resulting in an unbridgeable divide between them. In order to guide their students into an open and unrestricted learning atmosphere and to stimulate their potential, teachers should approach their pupils with a good attitude and be encouraging. To help students progressively develop a love for dance performances, teachers should consistently improve their students' perceptions and understanding of art. They should also employ their own comprehensive understanding of dance, conveyed through colourful language. Teachers can also combine dance instruction with emotional communication, build friendships with students, increase the students' overall artistic development, and forge a bond with them as educators and friends.

## 5. Integrating the teaching of dance with the lives of students

Teachers should focus more on improving students' overall dance quality in the context of art-quality education in order to guarantee that students possess a certain level of creativity and fully utilise their artistic potential during the learning process. As a result, teachers can integrate dance education with students' daily routines and interests to manage their life and academic stress while also encouraging the balanced growth of their physical and mental well-being. By using lovely dance tunes, teachers can help students release their inner restraints, allowing them to approach life more optimistically and focus on their dance studies with more emotion.

## CONCLUSION

In conclusion, all teachers should be aware of the shift in teaching methods in order to support the enhancement of dance education at the level of art quality education. Dance instructors should integrate the real world, actively present fresh ideas and approaches to education, integrate dance instruction with students' real-world circumstances, assist students in practicing while experiencing, and elevate their own artistic abilities in the process.

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