

# Reform and Practice of Professional Talent Training Model for Dancology in Higher Normal Colleges Taking Central China Normal University as an Example

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## ABSTRACT

For a long time, the professional talent cultivation mode of dancology in higher normal universities has lacked certain theoretical support and methodological guidance, resulting in unclear connotations of talent cultivation goals, strong professional colors in curriculum design, simple and unobservable teaching evaluation methods, and other problems. This article takes the dancology major at the School of Music of Central China Normal University as an example, and explores the reform and practical path of the dancology professional talent training model in higher normal universities with OBE as the core concept from the aspects of talent cultivation goals, connotations, graduation requirements, and curriculum design.

**Keywords:** *Dancology majors in higher normal universities, Talent training model, OBE (outcome-based education).*

## 1. INTRODUCTION

The School of Music of Central China Normal University was founded in 1929, and undergraduate dance education began in 2002 with musicology (dance direction). In 2014, it was declared a major in dancology, and in 2018, it was authorized to hold a bachelor's degree in dancology, with an annual enrollment of more than 30 students; In 2021, dancology was selected as a national first-class undergraduate major construction site.

## 2. THE MAIN ISSUES IN THE TALENT TRAINING MODEL OF DANCOLOGY IN HIGHER NORMAL UNIVERSITIES

For a long time, the talent training model of dancology in higher normal universities has lacked certain theoretical support and methodological guidance. On the one hand, the curriculum system of professional colleges cannot be completely copied; On the other hand, curriculum reform cannot be independent and blindly promoted. Through preliminary investigation, it can be found that the current professional talent training model

for dancology majors in higher normal universities mainly has the following problems:

First, the connotation of talent cultivation goals is unclear. The goal of talent cultivation is the foundation of setting up a talent training program, and a clear and guided goal connotation is the guarantee of the scientific nature of setting up a talent training program; However, at present, the professional talent training goals for dancology majors in most normal universities are mostly guided by overall goals, without separating specific content, which can easily lead to many goals being unobservable.

Second, the course setting has a strong professional color, continuing the typical "professional education" model, resulting in too detailed curriculum division, too many subject specific courses, and too few integrated and comprehensive courses.

Third, the course content design places too much emphasis on professional technical orientation. The design of course content is based on a professional background, emphasizing the development of professional skills and the imparting of subject knowledge, while neglecting

the cultivation of students' general skills and practical abilities.

Fourth, the teaching evaluation method is simple and unobservable. The evaluation of students' learning mainly relies on exams and concentrated display of professional skills, without achieving the separation of teaching and examination, and unable to focus on achieving goals and conducting course evaluations.

### **3. THE CORE CONCEPT OF TALENT TRAINING MODEL**

OBE (outcome-based education) refers to output-oriented (result-oriented, outcome-oriented, and demand-oriented) education, which is an important concept for the certification of teacher training majors and the core concept of the talent training model for dancology at Central China Normal University. The talent training model based on the OBE concept needs to clarify the relationship between training objectives, graduation requirements, curriculum design, course objectives, and achievement evaluation, and each training stage must achieve a clear supporting relationship.

#### **3.1 Talent Training Objectives**

The revision of the 2021 talent training plan for the dancology major at the School of Music of Central China Normal University is based on multiple internal and external surveys and discussions at different levels. After careful consideration and summary of the talent training experience and tradition of this major, it is necessary to carry out in-depth research on national education orientation and related policies and systems, grasp the development trend of music and dance education, and improve the ability to adapt to national education orientation.

##### **3.1.1 The Overall Goal of Talent Training**

Guided by Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, it is a must to effectively practice the core socialist values, combine with the needs of modern education development in China, and focus on the Central China region and face the whole country. It is necessary to cultivate comprehensive applied talents with noble ideological and moral values, correct teacher ethics and style, solid subject knowledge, strong teaching ability, active innovative thinking, and solid theoretical knowledge, practical ability, and scientific research

literacy in the integration of dance major and education, who can engage in teaching and research in middle and higher education.

The formulation of this training objective is based on relevant national documents and policy spirit, and meets the national requirements for cultivating high-quality, professional, and innovative talents in higher normal universities; At the same time, it also conforms to the educational positioning of Central China Normal University as a leading world-class university in teacher education. Based on the concept of "integrating art, technology, and academia" and "integrating performance and teaching, and combining learning and application", the training objectives highlight four characteristics: the first is to demonstrate the educational characteristics of fostering virtue; the second is to emphasize the integration of art, technology, and academia; the third is to focus on informatization and internationalization; the fourth is to highlight the composite and high-level integration of performance and teaching, as well as the combination of learning and application.

##### **3.1.2 The Connotation of Talent Training Objectives**

In previous talent training programs, the training objectives are often guided by overall objectives without separating specific standards, which easily led to many objectives being unobservable. The talent training model based on the OBE concept first needs to clarify the standards for learning outcomes output, which requires clear and concise training objectives that can reflect the development expectations of students for about 5 years after graduation. In the process of adjusting talent training goals, the core quality requirements proposed by teacher certification have further enriched the connotation of talent cultivation goals, focusing on four aspects: ideological and moral character, professional competence, educational ability, and self-development; On the basis of soliciting and listening to opinions from various aspects such as normal students, professional teachers, teaching management personnel, employers, and professional teaching and research institutions, there is a must to put forward the training goal of "integrating performance and teaching, and promoting both learning and application" for excellent middle school dance teachers, truly implementing the concept of "integrating art, technology, and academia" and

"integrating performance and teaching, and promoting both learning and application".

The connotation of ideological and moral character specifically includes complying with national laws and regulations and the professional ethics standards of teachers, possessing noble teacher ethics, complying with school rules and regulations and having a sense of teaching in accordance with the law, and loving the teaching profession and becoming a good teacher with ideals and beliefs, moral character, solid knowledge, and a compassionate heart.

The connotation of professional competence mainly includes three aspects: the first is narrow professional competence, including possessing good humanistic, artistic, and natural science literacy, understanding the strategies, policies, regulations, and standards related to the field of this discipline, mastering the basic knowledge, skills, theories, and methods of dancology, and having a solid accumulation of professional dance skills and related knowledge. The second is teaching literacy, including proficiently applying the professional theories, knowledge, and skills mastered in relevant professional positions, and solving practical problems in dance teaching, being capable of forming distinctive teaching characteristics, being competent in teaching the core competencies of middle school dance, and being able to offer elective courses or develop school-based courses, being capable of learning design, learning environment design, learning activity design, and learning method evaluation, and being able to guide students to carry out research-based learning, comprehensive art practice activities, etc. as well as being able to summarize beneficial experiences and form high-level research papers on dance education and teaching. The third is information literacy, including possessing good information technology literacy, adept at applying information technology to promote student learning, constantly trying to integrate information technology into dance teaching, and forming exemplary lesson examples and models.

The connotation of educational ability includes having rich experience in comprehensive education, being competent as a homeroom teacher, deeply understanding student needs, researching student psychology, and striving to ensure that adolescent students have a sound personality, psychological health, and happy growth; It also includes being able to establish educational partnerships with

parents and master various effective communication methods.

The connotation of self-development mainly includes two aspects: the first is having an international perspective, practical innovation ability, and lifelong learning ability, paying attention to research results related to dance education in journals and books, tracking the development trends and frontiers of dance education and basic education, being able to effectively integrate international cutting-edge with the practical needs of basic education in China, internalize cutting-edge dance education theories, and apply them to practical teaching, and pursuing professional knowledge and teaching abilities to become an outstanding high school dance teacher. The second is cooperation and management, including having good coordination, management, communication, competition and cooperation abilities, developing self-directed learning, continuous reflection, and the ability to reflect, research, and solve problems, developing the habit of team learning and mutual improvement, and being competent in dance teaching and management work.

### ***3.2 Professional Graduation Requirements Based on OBE Concept***

The talent training model based on the OBE concept first needs to clarify the standards for learning outcomes output, especially the graduation requirements, that is, to decompose a clear graduation requirement indicator system and form ability points that are teachable, learnable, measurable, and achievable. That is to say, not only do graduation requirements need to be decomposed, but also the decomposition of indicator points should be subject to the needs of talent cultivation goals, which can support the achievement of talent cultivation goals. Following this principle, the researchers will delve deeper into the connotation of talent cultivation goals, strive to independently decompose the connotation of talent cultivation goals, and clarify the logical correspondence between talent cultivation goals and graduation requirements. On this basis, graduation requirements are associated with the actual stages of talent cultivation, forming a corresponding relationship between talent cultivation goals, graduation requirements, and the actual stages of talent cultivation. Under this relationship framework, graduation requirements are gradually decomposed to form corresponding indicator points

with talent training goals and stages, ensuring the scientific and reliable decomposition and making it verifiable.

The decomposition of graduation requirements still revolves around the connotation of talent cultivation goals. In terms of ideological and moral character, specific requirements for teacher ethics norms and educational sentiments have been decomposed; In terms of professional competence, specific requirements for subject literacy and teaching ability have been decomposed; In terms of educational ability, specific requirements for class guidance and comprehensive education have been decomposed; In terms of self-development, specific requirements for learning reflection, communication, and cooperation have been decomposed.

#### 4. PROFESSIONAL COURSE SETTINGS

##### 4.1 Regular Courses

The professional courses of dancology at the School of Music of Central China Normal University are generally divided into two categories:

general education courses and subject specific courses. The general education curriculum mainly includes compulsory courses such as ideological and moral education and the rule of law, Introduction to the Basic Principles of Marxism, Outline of Modern and Contemporary Chinese History, Introduction to the Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, and College English; It also includes general education core courses (elective) composed of modules such as mathematics and natural sciences, philosophy and social sciences, humanities and arts, education and psychology, etc. The eight credits taken by students from four modules must cover three or more module courses and must not be duplicated or similar to the courses in their major.

The subject professional courses are mainly divided into professional backbone courses and individual development courses, among which the professional backbone courses include Introduction to Dance Education, Introduction to Dance Art, Basic Training of Chinese Classical Dance, Chinese Ethnic and Folk Dance, Dance Creation, Piano, Vocal Music, etc. The professional backbone course schedule is detailed in the following "Table 1":

Table 1. The professional backbone course schedule

Course category	Course name	Course offering semester	Credit	Schedule of class hours			Class hour (week)	Advance courses	Double degree courses	Remarks
				Lecturing	Discussion	Experiment (practice)				
Professional backbone course	Basic Training of Chinese Classical Dance 1	1st year 1	2.0	4	0	28	2		Negative	
	Basic Training of Chinese Ethnic and Folk Dance 2	1st year 1	2.0	4	0	28	2		Negative	
	History of Ancient Chinese Dance	1st year 1	2.0	32	0	0	2		Negative	
	Vocal 1	1st year 1	1.0	2	0	14	1		Negative	
	Piano 1	1st year 1	1.0	2	0	14	1		Negative	
	Basic Training of Chinese Classical Dance 2	1st year 2	2.0	4	0	28	2		Negative	
	Basic Training of Chinese Ethnic and Folk Dance 2	1st year 2	2.0	4	0	28	2		Negative	
	Appreciation of Chinese Dance Works	1st year 2	2.0	32	0	0	2		Negative	
	Rehearsal of Dance Plays	1st year 2	2.0	2	0	30	2		Negative	
	Vocal 2	1st year 2	1.0	2	0	14	1		Negative	

Course category	Course name	Course offering semester	Credit	Schedule of class hours			Class hour (week)	Advance courses	Double degree courses	Remarks
				Lecturing	Discussion	Experiment (practice)				
Professional backbone course	Piano 2	1st year 2	1.0	2	0	14	1		Negative	
	Modem Dance 1	2nd year 1	2.0	4	0	28	2		Negative	
	Introduction to Dance Art	2nd year 1	2.0	32	0	0	2		Negative	
	Intermediate Training for Chinese Ethnic and Folk Dance 1	2nd year 1	2.0	4	0	28	2		Negative	
	Intermediate Training of Chinese Classical Dance 1	2nd year 1	2.0	4	0	28	2		Negative	
	Introduction to Dance Education	2nd year 1	2.0	32	0	0	2		Negative	
	Intermediate Training for Chinese Ethnic and Folk Dance 2	2nd year 2	2.0	4	0	28	2		Negative	
	Modem Dance 2	2nd year 2	2.0	4	0	28	2		Negative	
	Research on Dance Aesthetics	2nd year 2	2.0	32	0	0	2		Negative	
	Professional English	2nd year 2	2.0	32	0	0	2		Negative	
	Intermediate Training of Chinese Classical Dance 2	2nd year 2	2.0	4	0	28	2		Negative	
	Quality Education Dance	2nd year 2	1.0	6	0	10	1		Negative	
	Music Teacher Quality Course	2nd year 3	2.0	32	0	0	2		Negative	
	Art Practice Workshop	2nd year 3	2.0	4	0	28	2		Negative	
	Choreography 1	3rd year 1	2.0	4	0	28	2		Negative	
	Chinese Ethnic and Folk Dance Style Course 1	3rd year 1	2.0	4	0	28	2		Negative	
	Chinese Classical Dance Style Class 1	3rd year 1	2.0	4	0	28	2		Negative	
	Appreciation of Chinese Dance Drama	3rd year 1	2.0	32	0	0	2		Negative	
	Chinese Ethnic and Folk Dance Style Course 2	3rd year 2	2.0	4	0	28	2		Negative	
	Choreography 2	3rd year 2	2.0	4	0	28	2		Negative	
Chinese Classical Dance Style Class 2	3rd year 2	2.0	4	0	28	2		Negative		
Appreciation of Foreign Dance Works	3rd year 2	2.0	32	0	0	2		Negative		

Course category	Course name	Course offering semester	Credit	Schedule of class hours			Class hour (week)	Advance courses	Double degree courses	Remarks
				Lecturing	Discussion	Experiment (practice)				
Professional backbone course	Paper Writing 1	3rd year 2	2.0	32	0	0	2		Negative	
	Paper Writing 2	4th year 2	1.0	16	0	0	1		Negative	
	School Choreography	4th year 2	2.0	4	0	28	2		Negative	

a The "Table 1" shows the 2021 talent training plan for the Dancology major at the School of Music of Central China Normal University

The individual development courses mainly include professional elective courses such as research on teaching methods of Chinese classical dance, choreography and creation of Chinese ethnic and folk dance combinations, music theory and sight singing ear training, research on dance courses and textbooks, and analysis of dance materials and structures.

The teaching credits for dancology courses are 140 points, including 51 credits for general education courses, accounting for 36.42% of the total credits and 37.5% of the total class hours; 64 credits of professional core courses, accounting for 45.71% of total credits and 44.12% of total class hours; The personality development course has 25 credits, accounting for 17.86% of the total credits and 18.38% of the total class hours.

#### 4.2 Matrix of the Relationship Between Professional Backbone Courses and Graduation Requirements

The course design of this major is based on the training objectives and graduation requirements. Based on a comprehensive understanding and grasp

Table 2. Matrix of the relationship between major backbone courses and graduation requirements

Course name		Graduation requirements							
		Teacher's ethics standards	Education of feelings	Discipline literacy	Teaching ability	Class guide	Comprehensive education on people	Learning reflection	Communication and cooperation
Professional backbone course	Basic Training of Chinese Classical Dance 1			H	M		H	L	L
	Basic Training of Chinese Ethnic and Folk Dance 2			H	M		H	L	L
	History of Ancient Chinese Dance	M		H	M		H	L	L
	Vocal 1			H	M		H	L	L
	Piano 1			H	M		H	L	L
	Basic Training of Chinese Classical Dance 2			H	M		H	L	L
	Basic Training of Chinese Ethnic and Folk Dance 2			H	M		H	L	L

Graduation requirements		Teacher's ethics standards	Education of feelings	Discipline literacy	Teaching ability	Class guide	Comprehensive education on people	Learning reflection	Communication and cooperation
Course name									
Professional backbone course	Appreciation of Chinese Dance Works	M		H	M		H	L	L
	Rehearsal of Dance Plays			H	M		H	L	L
	Vocal 2			H	M		H	L	L
	Piano 2			H	M		H	L	L
	Modern Dance 1			H	M		M	H	L
	Introduction to Dance Art	M		H	M		H	L	L
	Intermediate Training for Chinese Ethnic and Folk Dance 1			H	M		H	L	L
	Intermediate Training of Chinese Classical Dance 1			H	M		H	L	L
	Introduction to Dance Education	M	M	H	H	H	H	L	H
	Intermediate Training for Chinese Ethnic and Folk Dance 2			H	M		H	L	L
	Modern Dance 2			H	M		M	H	L
	Research on Dance Aesthetics			H	M		H	L	L
	Professional English			H	M	L	H	L	L
	Intermediate Training of Chinese Classical Dance 2			H	M		H	L	L
	Quality Education Dance	M	M	H	H	L	H	H	L
	Music Teacher Quality Course	H	H	H	H	M	H	H	H
	Art Practice Workshop	L	L	H	M	L	H	L	H
	Choreography 1			H	M		M	H	H
	Chinese Ethnic and Folk Dance Style Course 1			H	M		H	L	L
	Chinese Classical Dance Style Class 1			H	M		H	L	L
	Appreciation of Chinese Dance Drama	M		H	M		H	L	L
	Chinese Ethnic and Folk Dance Style Course 2			H	M		H	L	L
	Choreography 2			H	M		M	H	H
	Chinese Classical Dance Style Class 2			H	M		H	L	L
	Appreciation of Foreign Dance Works	M		H	M		H	L	L
	Paper Writing 1			H			H	H	
Paper Writing 2			H			H	H		
School Choreography			H	M		M	H	H	

a The "Table 2" shows the 2021 talent training plan for the Dancology major at the School of Music of Central China Normal University.

In the relationship matrix, L represents low correlation, M represents moderate correlation, and H represents high correlation. The curriculum system is reconstructed based on graduation requirements and adjust the curriculum structure according to the standards. Each course must form strong support with a certain punctuation point in the graduation requirements in order to be offered. At the same time, in terms of course content, further benchmarking is required to strengthen practical orientation and optimize teaching content, emphasize the effectiveness of training and implement curriculum teaching, and focus on achieving goals and conduct course evaluations.

### 4.3 Bridge Courses and Practical Activities

"Bridge courses" are a series of courses or related courses on "how to teach" and "how to evaluate". This type of course includes courses such as education, educational psychology, and teaching methods for various professional courses, as well as practical activities such as educational internships and internships. This major combines the characteristics and professional positioning of the dancology discipline to set up the following courses and practices.

#### 4.3.1 Art Practice Workshop

Central China Normal University has been fully implementing the third semester teaching among all undergraduate students since 2014. There are various ways to carry out various teaching courses and practical teaching activities, such as hiring high-level Chinese and foreign teachers to teach professional courses, conducting internships and other practical teaching activities, various professional skills training, innovation and entrepreneurship and other professional social practice activities.

The art practice workshop is scheduled in the first week of the third semester, and dance department has repeatedly hired well-known domestic experts and teams to carry out art education and dance education courses. In June 2016, Professor Lv Yisheng and his team were invited to teach quality education dance courses. Through Professor Lv Yisheng's special lecture, students have systematically grasped the process of the emergence and development of quality education dance, understood the position of quality education in Chinese society, the social role of quality education dance, the current development status and problems of quality education dance in China. Through the teaching practice of lesson examples, students have mastered the basic applications, methods, theories, etc. of quality education dance. By studying quality education dance lesson examples, they can independently or in groups complete the writing of new lesson examples, laying a certain foundation for engaging in dance teaching work. For example, in June 2022, a dance aesthetic education quality education course teaching team was invited, with Professor Li Zhengyi as the general consultant. Students have learned the combination of performance and teaching methods that combine dance with traditional themes, poetry and prose, idioms and allusions, and nursery rhymes and nursery rhymes; Through practice and study, they have further understood the specific application of the four elements of core artistic literacy - cultural understanding, aesthetic perception, artistic expression, and creative practice - in dance aesthetic education courses.

#### 4.3.2 Practical Teaching

Practical teaching mainly includes art practice, educational internship, professional internship, etc. The detailed arrangement is shown in the "Table 3" below:

Table 3: Practical teaching arrangements

Name	Credit or compliance requirements	Semester
Art practice and education internship	8	Art practice in semester 1-8 Education internship in the 7th semester
Professional internship and research	2	5, 6
Graduation thesis (design)	6	7-8
Community education	8	1-8
Total	24	

a The "Table 3" shows the 2021 talent training plan for the Dancology major at the School of Music of Central China Normal University



Professional internship is generally held in the fifth semester, offering a music teacher quality course for one week, totaling 40 class hours. The main content includes three parts: the first is observation of teaching cases, mainly based on the teaching internship case resource library, combined with teaching materials for case observation, communication and reflection, in order to broaden horizons and learn from the classroom teaching abilities of famous teachers. The second is high-quality demonstration classes, inviting excellent teachers from primary, middle, and high schools to give demonstration classes to students. The third is teaching practice, which involves group collaboration to reproduce a teaching case.

The educational internship is concentrated in the first semester of the fourth year of university, with a total duration of 12 weeks. Through educational internships, students can combine their daily learning with practical application, understand the value and basic laws of teacher education, master teaching skills, and improve their teaching and research abilities. During the internship, students are required to give no less than 12 lectures and write 6 lesson plans. Before each class, a trial lecture must be conducted, and after class, a summary and teaching reflection must be carefully filled out. During the internship, there shall be no less than 12 lessons attended, and it is required to keep a good record of the lessons and conduct oral evaluations or written analysis of the teaching interns. In the later stage of the internship, each internship group will hold a public presentation class, complete an educational survey research, etc.

## 5. CONCLUSION

The talent training model based on the OBE concept requires restructuring the curriculum system according to graduation requirements and adjusting the curriculum structure in accordance with certification standards, strengthening practical orientation and optimizing course content, emphasizing the effectiveness of training and implement curriculum teaching, and focusing on achieving goals and conducting course evaluations. The OBE concept provides strong theoretical support for the reform and practice of the talent training model for dancology majors in higher normal universities. It is necessary to take this as an opportunity to further implement the concept of "student-centered, output-oriented, and continuous improvement", continuously optimize teaching processes, condense educational characteristics,

promote professional construction, and strive to cultivate more teacher talents for the country and society.

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