

# Research on the Construction of Diversified Model for Dance Teaching of Preschool Education Majors in Colleges and Universities

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## ABSTRACT

Dance education is a key part of aesthetic education in preschool education, and its quality affects the training of preschool teachers. At present, there are problems with homogenized content, traditional methods, and single evaluation in dance teaching in preschool education. This study takes M Teachers' College as an example to analyze its dance teaching status. It is found that students recognize the value of dance courses, but there are problems such as mismatch between course content and professional needs, lack of hierarchical teaching, and insufficient utilization of digital resources. This paper proposes to construct a "three-dimensional linkage" teaching model: strengthening the literacy of "aesthetics skills innovation", implementing the "layered situational digital" strategy, and carrying out a comprehensive evaluation of "process performance development". The aim is to enhance the dance literacy and professional ability of normal school students through innovative teaching models, and provide reference for the reform of dance teaching in preschool education.

**Keywords:** Preschool education, Dance teaching, Diversified model; Educational reform, Normal colleges and universities.

## 1. INTRODUCTION: PROBLEM PROPOSAL

### 1.1 Research Background

#### 1.1.1 The Current Status of Dance Teaching in Preschool Education

The focus of dance teaching in preschool education majors in colleges and universities is to cultivate the dance teaching ability of future preschool teachers, emphasizing practical application. However, there are significant differences in the quality and level of the current teaching staff. Some dance teachers lack professional theoretical knowledge and abilities when teaching young children. Due to weak teaching staff, some teaching institutions have not fully followed the objective laws of dance education, overly focusing on the single teaching of dance skills, consuming a lot of time and energy, but difficult to achieve ideal educational results. Some teachers are only proficient in dance

knowledge and lack systematic training in psychology, education, and other fields. They only focus on explaining professional skills in teaching, neglecting the inner feelings and thinking patterns of young children. This teaching method not only fails to help improve the quality and abilities of young children, but may also have a negative impact on their growth.

#### 1.1.2 Innovative Demand for Dance Teaching in Preschool Education

For students majoring in preschool education in colleges and universities, the level of their dance teaching ability directly affects the effectiveness of early childhood quality education. Currently, preschool dance education in Chinese colleges and universities is facing many practical problems, such as difficulty in meeting students' needs in the teaching environment, limited practical assistance from educational practices to students, and a single evaluation method for teaching. To address these issues, it is necessary to introduce advanced

educational concepts and construct a scientific and diversified dance teaching system. In this process, it is necessary to actively explore diversified dance teaching models around key elements such as teaching objectives, teaching content, and curriculum design.

## **1.2 Research Purpose and Significance**

### **1.2.1 Research Purpose**

This study takes the preschool education major in M Teachers' College as the starting point, and from the perspective of students, conducts in-depth research on the current situation of dance teaching in this major, analyzes existing problems, and proposes targeted response strategies based on this, intending to promote students' comprehensive development and help them grow into excellent preschool teachers. By constructing a diversified teaching model, classroom teaching can break free from the traditional single indoctrination style, become more interesting and vivid, encourage students to actively learn dance knowledge in preschool education, stimulate classroom enthusiasm, and internalize dance skills and knowledge in their hearts.

### **1.2.2 Research Significance**

#### **1.2.2.1 Theoretical Significance**

Preschool dance education occupies a fundamental and important position in the art education system of preschool education majors in colleges and universities. For teachers and students majoring in preschool education in colleges and universities, it is crucial to deeply study and research dance teaching. Through dance classes, not only should students master basic dance knowledge and skills, but also should teachers cultivate students' strong interest and positive attitude, helping them successfully complete their university studies.

#### **1.2.2.2 Practical Significance**

Implementing diversified dance education and teaching for preschool education majors can enable students to deeply understand the enormous role of dance in stimulating children's creativity. Different dance performances can trigger different cognitive experiences for students. As an exploration of future preschool education teaching methods, diversified dance teaching can help preschool

education majors better integrate into dance contexts, thereby effectively promoting the development of children's imagination, observation skills, and emotional expression abilities. By selecting and applying excellent dance education teaching methods reasonably, the effectiveness of preschool education can be effectively improved and the development of preschool education can be promoted.

## **1.3 Research Methods**

### **1.3.1 Literature Research Method**

Using the CNKI system of the school library to search, analyze, and organize literature information related to "preschool dance teaching", the researchers collect existing research results on diversified teaching, and based on the observation of preschool dance teaching after returning to school and the previous process of self-teaching, as well as the current situation of improved diversified dance teaching, grasp the direction that can be continued in the diversification of preschool dance teaching, and provide a basis for further research in this article.

### **1.3.2 Questionnaire Survey Method**

Questionnaire survey method refers to the method of designing a unified questionnaire and distributing it to research subjects to investigate and understand the situation of relevant personnel. This paper takes the preschool dance teachers and students of M Teachers' College as the survey objects. Through distributing an online questionnaire "Survey on the Current Situation of Dance Teaching in the Preschool Education Major" to students who choose dance direction in the preschool education major of M Normal University, we understand the situation of our school. We investigate the opinions and ideas of preschool dance students on dance teaching, find specific problems in the current preschool dance teaching of M Teachers' College, and propose reasonable solutions and plans for these problems.

### **1.3.3 Interviewing Method**

Researchers have randomly selected 5 students and 2 teachers to participate in a questionnaire survey for in-depth interviews, in order to gain a deeper understanding of the problems in preschool professional dance teaching and suggestions for improving it from three dimensions: dance type,

dance classroom mode, and diversified methods, in order to fill the gaps in the questionnaire and ensure the scientific and objective research results.

## **2. PROBLEMS AND REASONS IN DANCE TEACHING FOR PRESCHOOL MAJORS IN M TEACHERS' COLLEGE**

According to the survey results on the current situation of dance teaching in the preschool education major in M Teachers' College, although the school has provided dance courses for students to meet the needs of social education development and student growth, there are still some problems facing dance teaching in the school.

### ***2.1 Existing Problems in Dance Teaching for Preschool Majors in M Teachers' College***

#### ***2.1.1 Simple Teaching Content***

Based on the curriculum design and field research of M Teachers' College, it can be found that there is a problem of singularity in the dance content of the school's preschool education major courses. Due to the limitations of dance class hours, the dance courses at this college mainly include learning content such as skill training, children's dance performance, classical dance, folk dance, and children's dance creation. M Teachers' College does not offer theoretical dance appreciation and analysis dance appreciation courses. So it is difficult for teachers to integrate the content of each course into teaching and make students understand and master it.

#### ***2.1.2 Too Traditional Teaching Methods***

In current preschool dance teaching, teachers pay more attention to cultivating students' mastery of dance movements. They require students to be able to proficiently operate a certain movement through repetitive training and strengthen muscle memory through long-term practice. This mechanical learning will reduce students' interest in dance and make them lose passion for dance learning. In preschool dance teaching in colleges and universities, teachers are often accustomed to teaching demonstrations in dance classes, and then gradually letting students imitate by breaking down movements, which is not conducive to the development of students' creativity, self-learning enthusiasm, and ability improvement.

#### ***2.1.3 Poor Teaching Environment***

The environment directly affects students' learning outcomes. The existing dance teaching facilities in the preschool major of M Teachers' College can basically meet the needs of most students. Although the school needs to balance students' short-term needs and long-term development, students are eager for more dance practice opportunities, which can help them improve their dance skills and exercise abilities, enrich their extracurricular life, and enhance the quality of their school life. Firstly, a quiet, tidy, spacious, bright, and comfortable atmosphere can help increase students' interest and enthusiasm in learning dance, and enhance the effectiveness of learning.

#### ***2.1.4 Insufficient Emphasis on Diversified Teaching Methods***

In most colleges and universities in China, the importance of teaching performance is increasingly prominent. Therefore, if dance majors in colleges and universities want to achieve diversified teaching, they will inevitably face a series of problems. Some even believe that this teaching method cannot effectively improve students' dance professional abilities, but may affect their focus and lead to a high degree of personalization, making it difficult to fulfill the educational mission of the school.

### ***2.2 Reasons for the Emergence of Dance Teaching in Preschool Major in M Teachers' College***

#### ***2.2.1 Varying Levels of Basic Dance Skills of Students***

According to the questionnaire survey, only a small portion of students have been learning dance for more than a year, therefore, the vast majority of students have relatively weak basic dance skills. Students start at different times. Some students start learning dance from a young age and have a solid foundation; and some students may be beginners without much foundation. Dance learning is no exception, and it can also test students' patience and confidence. Many students gradually lose interest in dance because learning dance is too difficult.

### **2.2.2 *Insufficient Emphasis on the Curriculum of Dance Direction***

The training program of M Teachers' College indicates that the school arranges public basic courses, professional compulsory courses, and related professional courses for students majoring in preschool education every semester, with a proportion of more than 75% in terms of class hours, credits, and class hours. Compared with the former, the proportion of art courses in terms of class hours, credits, and class hours is relatively small, with a proportion of less than 25%. The school does not attach much importance to art courses, and arranges a total of 4 semesters with 2 points per class hour for each art course, 2 classes per week, and 2 consecutive classes. The amount of class hours is relatively small, which may not meet the needs of students and may also lead to a decrease in learning enthusiasm. During interviews with students, it can be found that a considerable number of them have no dance foundation, and the number of dance class hours is so small that it is very difficult for these students to learn. Some students also feel that their learning is incomplete and not systematic. They have just learned the basics or gained some enlightenment. After one semester, they will pick up their studies again in the next semester and forget what they have learned before.

### **2.2.3 *Teacher Burnout and the Need for Further Improvement in Professional Ethics***

As dance teachers majoring in preschool education at M Teachers' College, it is necessary to keep up with the times, constantly pay attention to the current development trends and social needs of early childhood education, and improve our comprehensive quality. At the same time, it is also necessary to actively explore new teaching methods and tools, enrich the teaching content, and improve the educational and teaching abilities.

### **2.2.4 *Incomplete Teaching Management and Assessment System***

In recent years, practical experience has shown that some teachers' teaching methods are still stuck in old routines, and the teaching content is too dependent on the textbook itself, lacking innovation and personalized exploration. At the same time, due to the untimely updating of textbooks, difficulty in adapting to the needs of modern society, and the

lack of standardized assessment forms, it is difficult to scientifically and effectively reflect students' true abilities, which also affects the comprehensive improvement of education and teaching level.

Based on the survey results of the current situation of dance teaching in the preschool education major at M Teachers' College, this section mainly identifies the problems and attribution of dance teaching, and conducts research. Currently, there are problems in dance teaching in the preschool education major at Mianyang Teachers' College, such as simple teaching content, overly traditional teaching methods, simple teaching environment, and single dance assessment forms. The reasons are that students have varying levels of basic dance skills, there is insufficient emphasis on the curriculum design of dance direction, teachers are fatigued, and the teaching management and assessment system are not perfect.

## **3. RESEARCH STRATEGIES FOR IMPROVING THE QUALITY OF PRESCHOOL DANCE TEACHING**

### **3.1 *Implementing Diversified Dance Teaching Models***

#### **3.1.1 *Diversified Teaching Inspiring Students' Enthusiasm for Dance Learning***

Under the traditional teaching model, students passively imitate and lack interest. Diversified teaching encourages students to actively participate and enhances teaching effectiveness. This method combines multiple teaching methods to meet the needs of different students.

#### **3.1.2 *Diversified Teaching Ensuring the Effectiveness of Dance Teaching in Preschool Majors***

Diversified teaching meets students' personalized needs and stimulates their potential through different strategies and methods. Teachers need to understand the students' situation, combine quality cultivation and career development, and create a teaching environment suitable for students.

### 3.2 *Specific Countermeasure Analysis*

#### 3.2.1 *Creating a Diversified Teaching Atmosphere*

There is a must to understand students' needs, combine dance course content and features, stimulate students' interest, and integrate factors that students are interested in into teaching, laying the foundation for the diversified development of dance teaching of preschool major.

#### 3.2.2 *Utilizing Diversified Teaching Models*

##### 3.2.2.1 *Differentiated Personality Teaching Method*

Teachers should adopt personalized teaching methods based on the actual situation of students. Within limited class hours, teachers should unify teaching content, but provide personalized tutoring time for students of different levels to adapt to the actual classroom situation.

##### 3.2.2.2 *Immersive Teaching Method*

Immersive teaching method creates relevant situations to meet students' learning needs and promote comprehensive development. Teachers need to prepare adequately, combining music, language, and movements to create a comfortable learning environment.

##### 3.2.2.3 *Multimedia Teaching Method*

In the information age, teachers should use multimedia teaching aids to create analytical videos, organize students to watch different dances, integrate new media materials, activate the classroom, stimulate students' senses, create a suitable learning atmosphere, and optimize learning outcomes.

## 4. CONCLUSION

This study takes M Teachers' College as a sample to conduct a comprehensive and in-depth exploration of dance teaching in preschool education majors in colleges and universities, covering multiple levels such as current situation analysis, problem mining, cause analysis, and strategy proposal. At present, there are many difficulties in dance teaching for preschool education majors: the teaching content focuses

more on skill training, and there is a lack of theoretical and appreciation courses; The conservative teaching methods and excessive reliance on mechanical imitation greatly inhibit students' creativity and learning enthusiasm; Although the teaching environment can meet basic needs, there are significant shortcomings in expanding students' practice opportunities; Moreover, diversified teaching methods are constrained by traditional concepts and have not received the attention they deserve. The factors contributing to these problems are complex, including significant differences in students' dance foundations, insufficient emphasis on dance curriculum in schools, teacher burnout, and imperfect teaching management and assessment systems, all of which have hindered the good development of dance teaching to varying degrees. It is imperative to reverse this situation, improve the quality of preschool dance teaching, and construct and implement diversified teaching models. Through diversified teaching, students' enthusiasm for learning can be effectively stimulated, and the diverse learning needs of different students can be effectively met, thereby ensuring the optimization of teaching effectiveness.

In the specific implementation process, on the one hand, it is necessary to carefully create a diversified teaching atmosphere, accurately integrate elements that students are interested in, and fully mobilize students' learning enthusiasm; On the other hand, it is necessary to flexibly apply diversified teaching modes such as differentiated personalized teaching methods, immersive teaching methods, and multimedia teaching methods to create a more attractive and effective learning environment for students, and comprehensively promote their growth and development.

With the continuous updating of educational concepts and the rapid advancement of educational technology, there is a broad prospect for the reform of dance teaching in preschool education majors. Diversified teaching models are expected to take root in more colleges and universities, constantly enriching and improving. In terms of teaching content, more emphasis will be placed on the deep integration of theory and practice, and more cutting-edge and creative teaching materials will be introduced; Teaching methods will be more flexible and diverse, tailored to individual needs, and fully respect and give full play to students' subjectivity; The teaching environment will also leverage the power of technology to achieve intelligent and diversified upgrades, providing students with better

learning conditions. In addition, with the increasing emphasis on preschool education in society, the achievements of dance teaching reform will better radiate to the field of preschool education, cultivating a group of preschool education talents with strong professional qualities and outstanding innovation abilities, injecting a continuous stream of vitality into the vigorous development of preschool education, and making dance education shine more brilliantly in the growth process of young children.

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