

# A Brief Discussion on the Role and Teaching Methods of Demonstration Teaching in Dance Training

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## ABSTRACT

With the continuous updating and development of society, people have become increasingly focused on material life and have a deeper pursuit of inner spirit. Dance education, as an important component of art education, has brought positive effects on social spirit and humanistic environment. Under this favorable social development trend, dance education has been continuously developed and popularized. In the process of learning dance, it is necessary to constantly learn and train in order to improve oneself. Dance training should be conducted from various aspects such as body movements, body shape, coordination ability of limbs, and body rhythm. This article explores and studies how to construct training models in dance teaching.

**Keywords:** *Dance training, Demonstration teaching, Effects, Methods.*

## 1. INTRODUCTION

Society is increasingly valuing the development of the dance art industry, and dance teaching is becoming more and more popular among parents of students. In today's society, the status of dance education has also been significantly elevated. It is not only reflected in various cultural performances in schools, but also gradually incorporated into dance related demonstration performances in various celebration activities. The origin of dance can be traced back thousands of years, and after such a long period of evolution and development, the art of dance has become increasingly mature. Dance training is an important part that dance development must go through. Nowadays, modern dance incorporates many advanced elements of social life, and the training mode and methods are sufficient to take shape. However, a series of related issues still have a certain impact on dance enthusiasts.

## 2. THE APPLICATION OF DEMONSTRATION TEACHING IN DANCE

### 2.1 *Virtualization of Dance Demonstration Teaching*

The virtualization of dance demonstration teaching refers to integrating demonstration teaching into dance classrooms to better utilize teaching activities. Teachers integrate emotions into artistic performances through changes in facial expressions. In dance design, the use of facial expressions and postures should be coordinated with dance movements to showcase the fusion of human emotions and body language. In dance choreography, both body movements and facial expressions should be equally valued and trained uniformly. Dancers need to harmonize their movements and expressions to showcase the beauty of their dance.

### 2.2 *Sensory Dance Demonstration Teaching*

“Sensibility” involves human nature and acquired influences, and is a direct reflection of

emotions in artistic expression. Sensory emotions can touch people's hearts.[1] In dance art, human body movements and the emotional expression of dancers are the core of sensibility. In dance teaching, image demonstration and expression changes are the key to conveying thematic ideas and artistic images. The infectious power of facial expressions is particularly important in artistic image design, as it can convey artistic connotations and emotions, allowing the audience to feel the psychological changes of choreographers.

### **2.3 Classification of Dance Demonstration Teaching**

In dance teaching, demonstration teaching is divided into two types based on the theme of the dance work: emotional demonstration and action demonstration. Emotional demonstration teaching shows internal emotions through external actions, such as the relaxed and happy emotions shown in "Fried Dough Twists". Action demonstration teaching helps shape dance movements or character changes through language, movements, and expressions, such as the vivid portrayal of the eagle image in "Flying Eagle". Overall, demonstration teaching has its specific effects in dance training and can meet specific requirements.

## **3. THE IMPORTANCE OF DEMONSTRATION TEACHING IN DANCE TRAINING**

Dance art is mainly demonstrated through the human body, emphasizing the comprehensive and coordinated development of various qualities of the body, including flexibility, coordination, self-control, music perception, etc. If body language is well utilized, the intrinsic charm of dance can be fully demonstrated, and teaching methods have a significant impact on the training effectiveness of dance.

### **3.1 The Universality of Demonstration Teaching**

Demonstration teaching is widely used in various disciplines, especially in dance teaching. It is consistent with students' cognitive patterns and helps to showcase the visual and auditory artistic characteristics of dance. Through the teacher's demonstration of movements, students can better understand the connotation and emotions of dance, because the external beauty of dance art needs to be

truly understood through imitation and learning to truly comprehend its inner essence.

### **3.2 The Flexible Application of Demonstration Teaching**

Demonstration teaching in dance teaching helps students master experiential methods, promote understanding and learning of movements. By watching and imitating the teacher's actions, students can turn the action set from zero to whole, slow down to fast, and improve teaching effectiveness. Teachers provide synchronized explanations and action demonstrations, based on coordinated activities, to help students better understand and memorize the content. Students can promptly identify and correct deficiencies, and teachers can also understand students' mastery, laying the foundation for improving classroom efficiency.

### **3.3 Assisting in the Realization of Dance Emotions**

A successful dance teaching leader is reflected in dancers showcasing the inner emotions and changes of the characters they want to perform through different dance movements and performance forms, allowing students to more clearly feel the inner emotions and thematic ideas of the dance characters. The good expression and application of facial expressions are important supports throughout the performance process. By using various facial expressions and colors, the inner emotions of dance characters can be conveyed, and at the same time, the thematic ideas and inner artistic conception endowed by artistic images can be fully displayed to students. Most dancers use a considerable range of movements and expressions to perceive, and demonstration teaching is one of the easiest ways to express emotions. It is also an important component of dance instructors conveying the inner emotions of different characters, playing an irreplaceable role in the overall emotional expression of the characters.

### **3.4 Creating the Atmosphere of Dance**

In the process of daily dance training, the atmosphere environment created by dancers for the artistic image of the performance in actual performance is called dance atmosphere, which is also the effect that dancers must achieve when performing, and is the specific manifestation of image art and stage design. The key factor in the

atmosphere of dance lies in the ultimate application of facial expressions, movements, and expressions in the performance process, and the use of timely interaction with the audience to enhance the infectiousness of the entire dance. From this perspective, demonstration teaching is a key component of dance performance that showcases the overall tone and is an essential part of building the integrity of dance.

### **3.5 Helping to Shape the Image of Dance**

Dance training demonstration teaching does not exist independently. Each dance has its core components, and dance instructors interpret different artistic images according to different performance cores. Throughout the performance process, it can be expressed through different dance styles or demonstration teaching. Only by fully understanding the various psychological and emotional changes contained in the artistic images they portray can students fully participate in dance performances, and such dance is truly soulful.

## **4. THE MAIN METHODS OF DEMONSTRATION TEACHING IN DANCE TRAINING**

### **4.1 Solid Dance Foundation**

Even the most exquisite dance art is established on solid basic skills, so teachers must pay more attention to the training of dance basics when demonstrating dance teaching. Dance basics can not only improve students' own behavioral qualities, but also better shape their body shape, promote the full development of various bodily functions, improve the stability and flexibility of the body, enhance the coordination of dance movements in the performance process, and enhance the beauty of dance movements. Only with a solid foundation in dance can one deeply understand the inner essence of dance based on the foundation they possess. Teachers should provide appropriate explanations and clarifications during the demonstration of basic movements to help students better understand and master them. For example, when performing the mountain arm movement, teachers must provide a detailed explanation before the specific demonstration. The shape of the hand needs to be described as the orchid palm. At the beginning of the overall movement, the hands should be crossed over the waist, the right hand should be lifted up and down to the head through an upward and downward arc, and then lifted up to shoulder height

from three points. Finally, the arm should be arched to appear. Teachers can also analyze and explain the details of basic movements, which can deepen students' mastery of basic movements. The first is to follow the rhythm to demonstrate, and then practice with music.

### **4.2 Using Multimedia Courseware to Assist Teaching**

Dance art is better reflected through the human body itself. Its spirit is displayed from the inside out, and the dance image not only includes the melody of physical activity itself, but also includes the life experience in real life. In the process of dance training, it is assumed that relying solely on teachers' simple physical demonstrations and verbal explanations cannot fully reflect the deepest meaning of dance. Some dances have rich ethnic characteristics and regional emotions, and only through intuitive images can the emotions expressed by the dance be felt. Therefore, the application of multimedia in teaching can deepen students' understanding of dance and enhance their visual sense. Not only does it help with the memory of movements, but it also enables students to develop a certain sense of memory for specific dance emotions. In the specific process of dance training, the emotions of dance can be truly expressed from the inside out. Multimedia teaching has strong intuitiveness, which stimulates students' learning enthusiasm, changes their understanding of dance art, and stimulates their creative thinking. Especially in some training with strong technical level, using multimedia for auxiliary display can help students see the details of each dance movement more clearly, help them form a certain perception and understanding of dance, and significantly improve the quality of dance teaching.

## **5. CURRENT PROBLEMS IN DANCE TEACHING**

### **5.1 The Imbalance Between Dance Teaching and Psychological Resilience**

The beauty of dance requires the harmonious unity of body movements and inner emotions. Physical beauty is one aspect, but it also requires the support of students' spiritual beauty. Eyes are the window to the soul, and cultivating healthy and positive psychological qualities is of utmost importance for students. However, in current dance teaching, it often only focuses on training students' physical movements, while neglecting the

cultivation of their internal qualities. Some students complain that their dance practice was in vain after performing poorly in the competition, but in fact, they did not establish a good scientific value system, misunderstanding that dance is for competition and awards, lacking healthy psychological qualities. Most dance teaching lacks substantial scientific knowledge and reasonable training methods, which hinders students' comprehensive development.

### ***5.2 The Conflict Between Dance Teaching and Learning Life***

Dance training requires a certain time cost, and students inevitably have to spend some time practicing and training. With the continuous development and improvement of society and living standards, students' workload and learning volume are also constantly increasing, and their leisure time is constantly shortening, which also brings certain teaching difficulties to dance teaching. Most parents fail to understand it well, simply believing that as students, they only need to manage their studies well, but often overlook the positive impact of dance on students' physical and mental health development. This reminds dance educators to focus on cultivating students' inner qualities rather than just focusing on training time. Sometimes dance practice and training may be in opposition to students' learning and life, as they need to complete cultural homework and tasks while also squeezing out time for related dance training, which invisibly brings a lot of learning and life pressure to children. Therefore, dance teaching must be considered from students' learning and rest time, and cannot be forced to be carried out, which will inevitably make students feel bored with dance learning and training.

### ***5.3 Dance Teaching Being Disconnected from Modern Equipment***

The rapid development and progress of technology, as well as the emergence of diverse teaching equipment, have brought many conveniences to dance teaching. However, a considerable number of schools have a severely disconnected teaching environment and lack corresponding teaching equipment and environment, still in that person to person teaching mode [3]. The development of the new era presents people with new opportunities and challenges. It is necessary to make rational use of the Internet and multimedia technology to keep teaching pace with

the development of the times, utilize spare time to allow children to appreciate the wonderful performances of world-class masters, and stimulate students' interest and enthusiasm for learning. Combining dance with music and art, allowing students to truly understand the inner emotions contained in dance learning, will undoubtedly play an important role in cultivating students' temperament and forming their personality in the future.

## **6. RELATED STRATEGIES AND METHODS FOR IMPROVING DANCE TEACHING**

### ***6.1 Leading by Example***

Dance educators should infect students with rich emotions in the process of cultivating their dance skills. A dedicated dance educator should have a certain level of professional competence and a unique perspective on dance. Every dance is a soul, and dance teachers need to thoroughly clarify it before imparting it to students. This requires the teaching process to contain rich emotions, allowing students to gradually understand the profound meaning of dance from the inside out. Teachers are leaders in student learning, so they must not ignore their own behavioral norms. They should lead by example in teaching activities, set a good example for students, and increase their interest in learning dance.

### ***6.2 Interest First, Teaching Students According to Their Aptitude***

Most of the current dance teaching methods have a certain degree of compulsion and do not take into account the developmental needs of each student at different stages. Educational psychologists believe that "interest is the best driving force for students' behavior". In a relaxed and enjoyable learning atmosphere, students' learning efficiency is the highest.[4] As a dance educator, it has to admit that nowadays students are mostly forced by their parents to undergo dance training. Students themselves are very resistant to dance, and if the teaching methods are inappropriate or unscientific, it is likely to cause students to lose their already limited interest. Forced training will only increase the burden on students for dance training. Due to the uneven physical fitness, there are also certain differences in the dance foundation of each student. The current teaching methods often overlook the characteristics

of education and do not teach students according to their aptitude. The dance education for middle school students should not only emphasize the combination of skills and techniques, but also achieve innovative development, fully revealing the characteristics of each student, so as to achieve diversity.

### **6.3 Optimizing Subject Matter for Scientific Training**

Sensory knowledge is a prerequisite for rational knowledge, and rational knowledge is a deepening understanding of intuitive knowledge. Dance appreciation is based on the acceptance of the dance object. This is also a psychological process in which the audience affirms the dance work and reaches a consensus. Scientific theory suggests that in the actual process of dance teaching, in order to grasp the hearts of the audience, it is necessary to pay attention to the emotions contained in the dance information. This requires selecting some excellent and lively music and themes during dance training. As a guiding teacher, one should actively explore the deep meaning of dance themes, improve the teaching quality and level of dance training, scientifically and reasonably formulate standards suitable for middle school students' training, and find commonalities between teacher and student training. In regular dance training, it is necessary to strictly demand students and scientifically and reasonably control the degree of training, so as to better master difficult movements on the basis of continuous learning. It is also necessary to adapt to the emotions of joy, anger, sorrow, and happiness in dance works, and fully express inner feelings. Only by optimizing the subject matter of scientific training can people better meet the needs of the times and satisfy the needs of students in the learning process. In the actual application process, dance teachers should grasp the degree well and mobilize students' learning enthusiasm and initiative.

Demonstration teaching plays an important role in education and deserves further exploration. However, it has a dual nature and its advantages and disadvantages need to be objectively viewed. In practice, demonstration teaching may overlook students' innovative ability and personalized cultivation, leading to disinterest in learning and passive learning. These issues require further research by dance educators. In the future, there is a must to continuously improve demonstration teaching, use multimedia and electronic technology

to make up for shortcomings, and cultivate well-rounded dance art talents.

Therefore, optimizing subject matter scientific training is particularly important. Dance educators need to carefully choose training topics to ensure that their content not only meets the age characteristics of middle school students, but also stimulates their interest in learning. At the same time, there is also a must to scientifically and reasonably arrange the training intensity to avoid students' aversion to learning due to overtraining. During the demonstration teaching process, teachers should focus on cultivating students' innovative abilities and personalized development, encouraging them to boldly try dance movements and performance styles to form their own unique dance styles. In short, only by continuously optimizing the subject matter of scientific training can people truly cultivate well-rounded dance art talents and meet the demand of society for dance talents.

## **7. CONCLUSION**

This study focuses on demonstration teaching in dance training, and explores its application, importance, teaching methods, existing problems, and improvement strategies in depth. Demonstration teaching has the characteristics of virtualization, emotionalization, and typification in dance training. It acts on dance teaching in various ways, and its importance is reflected in conforming to students' cognitive laws, helping students master movements, assisting emotional expression, rendering dance atmosphere, and shaping dance images. Meanwhile, solidifying the foundation and utilizing multimedia assisted teaching methods can effectively enhance the effectiveness of demonstration teaching.

However, there are problems in current dance teaching, such as an imbalance between teaching and psychological qualities, conflicts with learning and life, and disconnection from modern equipment. These issues not only affect the comprehensive development of students, but also constrain the improvement of dance teaching quality. To improve dance teaching, it is necessary to start from multiple aspects: educators should infect students with rich emotions and set an example by leading by example; Guided by interests, teachers should teach students according to their aptitude, avoid forced teaching, and pay attention to individual differences among students; It is also necessary to optimize training themes, scientifically arrange training

intensity, deeply explore the connotation of dance themes, and stimulate students' learning enthusiasm. Although demonstration teaching plays an important role in dance education, there are also drawbacks such as neglecting students' innovation ability and personalized cultivation. In the future, dance educators should continuously improve demonstration teaching through multimedia and electronic technology, pay attention to cultivating students' innovative ability and personalized development in the teaching process, and encourage students to form unique dance styles. Only by continuously optimizing teaching can people cultivate well-rounded dance art talents that meet the needs of society and promote the continuous development of dance education.

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