Research on the Students Ability Evaluation and Teaching Effect in Dance Class based on Aesthetic Value Analysis

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Abstract
The application of multimedia and computer technology provides technical support for teaching reform in colleges and universities. In this paper, the author analyzes the students’ ability evaluation in dance teaching based on aesthetic value analysis. Dance has the characteristics of sports and art. In the process of dance, practitioners perform special actions under the accompaniment of music. In the teaching of college dance, teachers should always pay attention to the control of movements with music and rhythm, so that students’ dance and music can be perfectly combined, and the artistic conception of music can be expressed through dance movements.

Keyword: Multimedia classroom, Dance movement analysis, Technical skills, Online courses

1. INTRODUCTION

The key to improve the quality of higher education is to let students really gain in learning, give full play to the enthusiasm and creativity of students, so that students become the main body of learning. But in reality, due to burnout and other reasons, students in the study showed a lot of the current state of teaching is not adapted to the University, which needs our attention. In recent years, in many dance competitions, the difficulty of dance skills is often regarded as the standard to measure the quality and level of dance. This makes many dancers only pay attention to the training of technical skills, while ignoring the perception of the work ability and the cultivation of Ideological and emotional. As a dance teacher, in the process of teaching dance, not only to students' sense of dance from the theory of culture, to make it more profound and detailed experience emotional connotation of dance works, so that the theory and practice, improve students' dance performance. The good performance of dance is based on the standard and accurate dance movements, so the reaction speed and coordination of dancers' individual movements are the basic premise to measure the level of dancing. To cultivate a sense of dance, inseparable from the solid dance foundation, the body parts of the movement of high sensitivity and coordination. By standardizing professional training, we can gradually enhance the skills and skills of dance, and constantly improve the coordination between muscle tissues and ligaments. To improve the physical quality, on the one hand is the training skills, on the one hand is the cultivation of its own dynamic accuracy, it is reflected by the whole movement of dance and dancers with the whole body. Dance performance quality is often through the fingers, toes extension, limb rotation direction, flexion degree, and the action point, line and surface to grasp these seemingly small but not the most exposed sight, pay attention to every detail, action will give emotional appeal, the dance will immediately increase the.

The imagination ability of dance is one of the most important creative abilities of dance. Only by the rich imagination of dancers can the performer's passion for performance from the heart be enhanced and the expressive force be enhanced. The combination of rich life experience and dance training and performance in dance teaching in Colleges and universities plays an extremely important role in improving students' artistic imagination. The prototype of dance art comes from life, the creation of dance works and dance images come from life, and the creation of dance image is also to reproduce life and reflect life. The creators and performers only often deep into the real life carefully observe life, psychological and emotional state to observe the figures and external performance, and the life of the material from the rational analysis, wholeheartedly and in-depth experience and feelings, and put them into the dance and feel keenly aware of emotions and characters go to, will it be possible to enhance the stage performance, perfect performance works. Teachers are also exploring to transfer the traditional teaching model to students-oriented integration mode. In the past few decades, dancing education was a form of quality education for adults, flipped classroom teaching has already become an important part of dancing education and making huge contribution to the development of the dancing education cause. In the context of the Internet and the international education situation it is a necessary means for China to make use of the Internet development in order to reach the international first-class dancing education level in the future.

In the dance teaching, improve students’ dance performance, but also rational use of teaching methods, to teachers mainly impart knowledge to improve the ability of students, tries to bring into the classroom problem teaching method, case teaching method, Situational Teaching Method flexible teaching. For example, in the teaching of Tibetan folk dance, the situational teaching method is used to guide the students. The teacher guides the students by means of a tour guide and travels in Tibet by means of playing Tibetan documentaries with
multimedia equipment. By learning the vocabulary of dance, we can experience Tibetan folk customs, folk customs and special emotional expressions, so as to improve students' dance performance. In addition, to focus on "teaching", teachers need a keen observation of the students, to find the students exist in the dance performance problems, for those in the dance was lack of confidence or lack of interest of the students, do not let things drift, but with a high sense of responsibility and strong dedication to infect students communication, understanding trends in the thinking of students, help students from narrow to broad, and encourage students to have the initiative to improve the dance performance and performance ability consciousness.

2. CONNOTATION OF CLASSROOM TEACHING

It is difficult to shake the status of traditional teaching mode. For a long time, China’s education has shown such a scene: when the school bell range, the teacher rushed into the classroom; on the podium, the teacher was only responsible for writing questions and making interpretation on the blackboard, and students took notes quickly while listening; after the 45m-class was over, the teacher left and the students also hastily ended the class and prepared for the next class. This seemingly normal teaching method was very popularly in primary and middle schools in China, but taking a look at the entire teaching mode, most students passively receive what the teacher taught without really absorbing what they learned, not even to mention giving full play to the initiative and studying out of interest and hobbies. In fact, education is a very complicated thing that is not as simple as purely imparting and receiving knowledge. Education requires not only teachers to take the initiative to diverge and teach, but also students to take the initiative to absorb what is being taught. Actually, everyone recognizes this, but few people can do this in reality. The well-known educator TAO Xingzhi once said: “teachers are not just imparting knowledge, but teach students to learn”. At present, under the exam-oriented educational mode, teachers are still the unshakeable “leading actor” in the entire teaching process while students are just the “supporting roles”. Although it is advocated and emphasized in the new curriculum reform that students should fully participate in the classroom teaching, the current status of classroom is still “teachers do more than students”.

The topic flipped classroom teaching was first proposed by the US educator at a UN International Conference on Science and Education in 2007. Flipped classroom teaching was not instant, but a systematic and perfect educational process that requires comparison. Although for many tears, there was not a definite definition of flipped classroom teaching in the world, nor is there any authoritative institution that defines flipped classroom teaching, it can be concluded from the years of education practice and experience that: flipped classroom teaching does not refer to a specific educational entity, but a series of exploration and research of a certain educational principle and educational thought. In today’s era, with the rapid development of information technology, talents cultivated in the traditional teaching mode can hardly satisfy the current social demand. In the context of the ever-changing information, the brand-new teaching mode of flipped classroom teaching was born at the right moment, which is not surprising. Although this pattern has been developing for several years, it is still “young”. In recent years, this mode has aroused the in-depth discussion and research in the educational circle both in China and abroad.

![Figure 1. Teaching platform](image)

After reading a lot of academic literatures, the author has found that most education experts both in China and abroad hold a very optimist attitude towards flipped classroom teaching mode, but some scholars in the
industry also hold different or even opposite views. The author thinks that in order to clarify the concept of flipped classroom teaching, it is important to clarify people’s misunderstanding of this mode. The author defines flipped classroom teaching mode as with the support of comprehensive technology of the network information, modern high-tech terminals and relevant network platform, educational technologies are used to make graphics, videos and other learning resources, change students’ learning environment and knowledge internalization is throughout the entire learning process. Knowledge acquisition and knowledge application are subverting and form teaching forms opposite from traditional teaching process in order to improve personal scientific and cultural level, personal quality, knowledge and skills, etc. Both flipped classroom teaching and the flipped classroom teaching for group benefits are in order to directly or indirectly improve personal life. In short, flipped classroom teaching is the sum of all the education in a person’s life. It not includes not only formal education at school, but also various informal education forms outside school. It includes not only systematic learning from kindergarten to primary school, middle school and colleges, but also social learning and family learning, etc. Table 1 shows the comparison between traditional dancing classroom teaching and flipped classroom teaching.

<table>
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<th>Table 1. Comparison of Two Kinds of Dancing Classes</th>
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<tr>
<td><strong>Teachers</strong></td>
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<tr>
<td>Traditional Dancing Class</td>
</tr>
<tr>
<td>Imparter of dancing knowledge, classroom manager</td>
</tr>
<tr>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>Passive receiver</td>
</tr>
<tr>
<td><strong>Teaching Form</strong></td>
</tr>
<tr>
<td>Explain dancing knowledge at class + after-class homework</td>
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<td><strong>Teaching Contents</strong></td>
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<tr>
<td>Explain dancing knowledge</td>
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<td><strong>Ways of Evaluation</strong></td>
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<td>Traditional written and paper test</td>
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3. DEVELOPMENT OF FLIPPED DANCING CLASSROOM TEACHING

The concept of flipped classroom teaching has been applied till now ever since it was introduced, and there has been a long road since it was officially proposed to be application. It has been spread throughout the world. Discussion of flipped dancing classroom teaching has never ended, and educational experts and scholars have been trying to find out the influence of flipped classroom teaching on the development of dance teaching. However, from whatever aspect, the role of flipped classroom teaching in today’s dance teaching cannot be described in words.

3.1. Origin of Flipped Dancing Classroom Teaching

In today’s society, with the rapid development of global economy, the information society based on electronic information technology and the ascendand spread and development of information, life-time mastery has become a hot educational term in today’s educational field as expected because its development closely follows the social development trend. After flipped dancing classroom teaching was first proposed in 2007, international educational institutions have been vigorously advocating the theme worldwide and developed.
countries leading the world’s dancing education have realized the importance of flipped dancing classroom teaching and gradually carry out pilot reform of flipped classroom teaching. For example, the USA gradually changes the previous educational mode of elite education and include flipped classroom teaching into the national educational system to encourage more dance lovers to learn independently. France is the world’s first country to carry out educational reform and has carried out flipped dancing classroom teaching at colleges and universities nationwide, especially higher vocational schools, and determine the predominant position of flipped classroom teaching in dancing education system with formal textbooks.

3.2. Flipped Dancing Classroom Teaching

Following the USA, France and some other developed countries, a lot of countries gradually include flipped classroom teaching into the national dancing educational system and take flipped classroom teaching as an important purpose of dancing education while formulating their own dancing educational policies. Dancing education requirements of flipped classroom teaching are taken as the educational principle and educational target in education. This series of phenomena prove that the educational concept of flipped classroom teaching enjoys a supreme position in the world’s dancing education, and flipped dancing classroom teaching is also gradually accepted worldwide. In order to make countries all over the world pay more attention to the thought of flipped dancing classroom teaching, the World Commission on Education submitted a report of “Education-Fortune” to the United National Educational, Scientific and Cultural Organization in the beginning of the 21st century. This report not only provides a further and clearer interpretation of the connotation of flipped classroom teaching, affirming the importance of flipped classroom teaching in the development of dancing education, but also provides requirements for flipped classroom teaching in terms of the social significance. For example, each country should value the role of flipped classroom teaching in shaping people’s personality and developing their skills, and finally, human beings’ dancing potentials are fully developed. However, theoretical researches are far behind educational practice, and brilliant achievements in practice have become the most fashionable educational concept. In China’s dancing educational system, flipped dancing classroom teaching’s most influence is in continued education, which is also an important aspect of China’s dancing education.

4. PROBLEMS IN EXISTING DANCING EDUCATIONAL MODE

In today’s world, if you choose the latest dancing education concept, there is no doubt that the answer is flipped dancing classroom teaching. Since 2007, with the vigorous advocacy of relevant department, flipped dancing classroom teaching has been gradually accepted and promoted by countries all over the world. In the past several decades, led by flipped classroom teaching, there are a lot of brilliant achievements in dancing education. However, the development of anything cannot be smooth. There are also a lot of problems in the implementation of flipped classroom teaching in China’s dancing education under the guidance of flipped classroom teaching, which serious hinders the development of education to a certain extent.

4.1. Teachers Enthusiasm for Dancing Education is Not High

In China, dance education in the beginning of the rise of more than ten years the development of more ordinary quality education compared to start very late, visibility and social recognition is also very low, even for the current part of the Chinese people is also very strange. For those who have little understanding of dance education, especially in the context of today's emphasis on education in China, the non-diploma education of dance education is not very easy to be accepted by people, and the whole society is more inclined Sex education rather than dance education. In this context, the direct misleading the teacher's understanding of the concept of
dance education is not clear enough, leading to its enthusiasm for dance education is not high enough attention is not enough. More part of the dance education teachers to children's dance education as a kind of on-the-job training activities, a way to fishing gold, a way to even pay and so on, and even the focus of dance education on education Of the upgrade, on the assessment of skills in the link, eventually resulting in a lot of school dance education have become a form, a superficial education, without any inherent substantive knowledge.

4.2. Dancing Educational Mode is Rigid and Teaching Contents are Obsolete and Single

So far, China’s quality education has been developing for more than a century with a lot of brilliant achievements made. Although since the foundation of the New China, all party and national leaders are very concerned about China’s quality education and have adopted a series of educational reform and measures to shorten the gap between China’s education and that in developed countries, it is undeniable that compared with developed countries in the world, China’s overall educational level still far lags behind even the Asian powerful country Japan. Various problems gradually appear with China’s social development. As an important part of China’s quality educational system, dancing educational mode is rigid with single teaching contents, which undoubtedly hinders the development of dancing education. The main reason is that a lot of dancing teachers are substitute teachers or amateur teachers with very few full-time teachers. Most of them are not concerned about changes in the dancing teaching reform, teaching situation and teaching tasks. Consequently, dancing teaching contents are obsolete and rigid and educational mode lags behind. If traditional “teachers teaching and students listening” teaching method is continued to be implemented, students’ initiative is ignored, their enthusiasm in learning cannot be mobilized, and there will be few innovations and new ideas in teaching mode.

4.3. Lack of a Sound Management Mechanism for Dancing Education

As we all know, China is currently in a critical period of steady development of society, in which the infrastructure and laws and regulations are constantly improving. From the first "Constitution of the People's Republic of China" at the founding of New China, there are about a thousand large and small laws and regulations on education in China, but only about ten of them are only about the education, including "Education Law", which provides clear provisions on education, "Minors Protection Law", which is related to the interests of minors, "Teachers law", which provides requirements for teachers, and "Education Management Law", which is on the standardized management of education. This series of laws and regulations have made education norms and requirements and laid a foundation for the development of China's educational cause. However, so far, there is no educational law in China that has a clear requirement for dance education and regulates the process of implementing dancing education and the management of dancing education, which directly shows China's lack of sound management of dance educational mechanism, exposing the shortcomings of the dancing educational system of being imperfect, and ultimately leads to the chaotic situation of China’s college dancing education in both administration and teaching.

5. INNOVATION OF TEACHERS' DANCING EDUCATIONAL MODE FROM THE PERSPECTIVE OF INTERNET TEACHING

5.1. Give Full Play to the Role of the Internet and Use Modern Distance Education

In the 21st century, with the irreversible trend of economic globalization, network resources with electronic information technology as the medium are becoming more and more global. With the advent of the information society, education informationization is also gradually becoming the most important teaching means at school in China, especially an important educational means that domestic colleges and universities. However, due to various reasons, the distance educational mode of such Internet teaching is not implemented and carried out to a large scale. In order to make dancing education develop more healthily and play a greater role in the new era, electronic information should be taken as the media to fully play the role of the Internet and implement distance teaching and finally make distance education become a new platform to display results of dancing education, which are specifically demonstrated in two aspects: one is to carry out distance training towards dance teachers regularly, provide guidance in computer technologies and training on operating Internet technology, displaying and exercising modern educational means. Besides, establish local campus website at school, timely reflect students' situation and give feedback on teaching and teaching evaluation so that teachers can communicate with students at any time and any place, which is conducive to establishing teacher-student relationship and timely spreading teaching resources. On the other hand, in today's world, with the rapid development of China’s distance education, faced with the trend of economic globalization, information technology globalization, knowledge globalization and life-long education, there are a variety of network courses and various teaching methods, such as MOOC, micro-class, class recording and distance video class. China should establish a dance education website to fully utilize the current curriculum resources, and schools should truly share resources and strive to develop curriculum resources with local characteristics. Finally, schools can gradually establish their respective distance educational modes based on referring to the advanced curriculum resources, which is a
substantial leap in the school’s dancing education. Fig.4 and Fig.5 are the dancing learning classroom in the Internet environment.

Figure 4. Online Video about Dance Teaching

5.2. Improve Internet + Flipped Classroom Management Mechanism and Enrich Teaching Contents

In China, dancing education does not enjoy a high social status as other disciplines nor draw enough attention like quality education at ordinary primary and secondary schools, thus causing the education system is imperfect and unsound. Therefore, various management issues emerge one after another, education administration departments do not attach importance to dancing education, teachers have a vague understanding of the concept of flipped classroom, and the public doubt the feasibility of Internet + flipped classroom. All these have led to serious regulatory problems in the process of dancing education, so to improve dancing education’s management mechanism is a necessary means to adapt to the current social development. On the other hand, the dull teaching contents of dancing education and single educational ways are also important factors hindering the development of dancing education. Therefore, colleges and universities should utilize and develop Internet resources in a targeted and substantial manager according to their own teaching characteristics and the features of local culture, further improve teaching methods based on enriched teaching contents and adopt the “flipped classroom” method to carry out effective dancing teaching so as to achieve double effects with half efforts in dancing teaching. Table 5 shows the principles and suggestions of Internet dancing teaching design.

Figure 5. Online Learning of Decomposed Dancing Actions

<table>
<thead>
<tr>
<th>Principles of Internet Dancing Teaching Design</th>
<th>Suggestions</th>
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<tr>
<td>Develop a simple and intuitive interface</td>
<td>The interface should be simple and consistent so that learners can quickly and easily master how to use it.</td>
</tr>
<tr>
<td>Integrate multimedia and interactivity</td>
<td>Use audio and video mode to complete the dancing learning process and try to make dance learners no longer feel bored and active the atmosphere of learning dancing.</td>
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Short and modular courses and activities are recommended. | Integrate modular learning contents in the process of learning dancing so as to deal with other interferences.
---|---
Design participatory and entertaining learning contents | Design interesting interaction suitable for dance learners’ demands
Design valuable contents related to the learners’ learning environment | Because learning dance on the Internet is closely related to the learning environment, so the contents should be designed according to the dance learners’ current position, environment and time.
Just-in-time delivery | Provide relevant support, knowledge and information related to dancing according to dance learners’ timely demand so as to improve the efficiency of learning dance

### 6. Conclusion
Dancing is not only a narrow sense of body rhythm, a lively entertainment on stage, but also a way to reflect social and cultural customs. In the Chinese and foreign dance history, it is not difficult to see the dance as an art, is a carrier of culture and history of the entrance, through it can understand the different time people's customs, ideas, content and life history. It is precisely because of this attribute of dance, dancers in order to better performance of dance must have extensive self-cultivation, as well as cultural knowledge, artistic skills and life accumulation. Therefore, in the teaching of dance, we must pay special attention to the improvement of students' comprehensive quality, pay attention to the accumulation of students' extracurricular knowledge and enhance their self protection.

### REFERENCES