

# Practice and Research on the Second Classroom Teaching of Dance Major in Colleges and Universities

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**Abstract:** The dance specialty in colleges and universities is based on the basic theory of dance and dance skill training to organize extracurricular activities and social practice conducive to the all-round development of students, so as to increase the knowledge and ability of students. In the education and teaching process of dance specialty in colleges and universities, the first class and the second class complement and promote each other in the training of dance specialty talents.<sup>[1]</sup> It has greatly expanded students' vision, fully understood the characteristics and value of dance major, and laid a good foundation for students' future work and development. This article will carry on the research from three aspects: the significance of carrying out the second classroom teaching of dance major in colleges and universities, the development status of the second classroom teaching practice in colleges and universities, and the effective ways of carrying out the second classroom teaching.

**Keywords:** Dance major in colleges and universities; The second classroom teaching; Practice and Research

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In recent years, with the deepening of the concept of new curriculum reform, colleges and universities have gradually strengthened the integration of teaching resources and practical teaching of the second classroom. In order to cultivate applied and compound talents that can adapt to the development of China's socialist market economy, the relevant education departments must constantly promote the reform and innovation of the second classroom to meet the needs of the talent market. The second class teaching expands students' vision, provides students with more opportunities to participate in social practice, improves their artistic accomplishment, and sets up correct professional values.

## 1. The significance of carrying out the second classroom teaching for dance majors in colleges and universities

### 1.1 Train students' practical ability

The learning of the new curriculum standard is different from the teaching objectives of general subjects. It aims at cultivating students' innovative spirit, practical ability and development of students' personality. It emphasizes students' ability to learn independently and use knowledge actively, and cultivates students' artistic core accomplishment.

### 1.2 Broaden our horizons and stimulate students' interest in learning

The second classroom teaching of dance specialty in colleges and universities is an extension of teaching and also an organic part of improving quality education. In and out of the classroom, the content is closely connected with the actual life and production, which can stimulate the interest in learning and realize the transformation of quality education from "I want to develop" to "I want to develop".

## 2. The development of the second classroom teaching practice in colleges and universities

### 2.1 Students' cognition of the importance of the second class is low

Influenced by the traditional concept of teaching, many students consider the second class as entertainment on campus. First class teaching is based on the theory of teachers as the leading cultural knowledge learning, has certain seriousness, but the second classroom activity is less about learning, the students just in order to complete the task or enrich their extracurricular life, few people use it combined with the first class of knowledge, to really improve yourself. In addition, the early publicity work is not in place, students think that the second class is in a subsidiary position, just to complete the task to participate in activities, the second class is not enough attention.

### 2.2. The second class activities are not targeted

Many college teachers are used to using the educational resources of websites for dance teaching, but most of the dance teaching

videos on the Internet are multifarious and have strong pertinence, and students are prone to confusion in knowledge structure in the process of analysis, so they cannot systematically learn and memorize. And in the traditional knowledge theory teaching process, teachers first explain and discuss the dance knowledge system, and then let students practice and analyze the basic knowledge. However, many students lack the ability to analyze problems and keep up with the progress of the course. It is difficult for them to respond to the teacher's teaching in class, and they have a little knowledge of the classroom content, which makes teaching difficult and is not conducive to the development of practical teaching in the second class teaching process.

At the same time, practice teaching as an important part of the second class teaching process, it has a positive impact on improving students' professional ability. However, in the teaching process of many colleges and universities, the teaching content of the first class and the second class cannot be connected effectively, so that students can not make full use of the knowledge learned to carry out practical activities. Practical knowledge is gradually constructed by students based on their previous practice and experience, which is mainly derived from one's life scenes and actual experience. It is difficult to "try and error" the theoretical knowledge acquired without practical experience.<sup>[2]</sup> is exam-oriented education course at present, the common practice, many teachers for the understanding of the concept of classroom management is more traditional, most of the teachers in the classroom teaching process occupies the absolute dominance, pay more attention to the grasp of the theory and interpretation, and for most of the students independent practice ability and logical thinking ability and didn't give more attention.

### **3. The effective way to carry out the second classroom teaching for dance majors in colleges and universities**

With the deepening of educational reform in colleges and universities, the application of the second class of dance major has been widely supported by the government and society. At the same time, the market demand for application-oriented talents of dance specialty is constantly increasing. How to improve the development quality of the second class teaching of dance specialty in colleges and universities and continuously export high-quality professional talents to society has become an important issue for the long-term development of dance specialty in colleges and universities.

#### **3.1 Innovate the management concept of teachers and improve the strength of teachers**

Teachers should improve students' enthusiasm in learning dance through various teaching methods such as targeted teaching and entertaining teaching, and at the same time, increase publicity efforts to let students understand the special value and significance of dance and the importance of learning in the second class. For students who have a certain foundation of art, teachers can use the connectivity of knowledge to explain the characteristics and connotation of dance for students, so that students can "draw inferences from one example", and use the interdisciplinary and permeable nature of art, music and other disciplines to stimulate students' creative thinking. When facing students with weak dance foundation and artistic accomplishment, teachers should make full use of simple teaching tools, entertaining and relaxing teaching methods and effective reward mechanisms to stimulate students' fun in dance learning. For example: hold dance creation competition between classes to reward excellent dance works and stimulate students' enthusiasm for the second class learning.

#### **3.2 Strengthen the connection between the teaching content of the first class and the second class**

Scientific and reasonable teaching methods are conducive to improving teachers' teaching efficiency and enhancing students' acceptance of knowledge. The second class provides more practice opportunities for students after they have mastered the necessary theoretical knowledge of dance major, so that students can deeply understand and understand what they have learned. For a long time, people's research on different teaching methods tends to focus on students' learning interest, knowledge mastery and future development potential, so as to formulate different learning plans and teaching objectives to meet the different learning needs of different students."Art comes from life", teachers can lead students into the actual learning and living environment, expand students' horizons, observe the "clues" in life from various aspects, so that students establish correct values, train more professional talents in line with the needs of The Times.<sup>[3]</sup>

### **4. Conclusion**

In a word, the effective development of the second classroom teaching of dance major in colleges and universities can truly reflect the goal of promoting the development of students and the needs of the growth and development of the majority of students. This requires that our teachers must change the traditional teaching concept, improve teaching thinking, and integrate the traditional theoretical knowledge into the practical course of dance teaching, so that our students can deeply understand and be familiar with their own content and have the ability of social development.

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