

Analysis of the Teaching Significance of University Dance Sport Courses from Different Theories

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Abstract

The performance of rhythms through melodic and spatial dance movements forms the basis of dance sport, which is based on a limited complex of motor actions. In other words, dance sport is comprised of actions and motions that are formed according to the specific choreographic standards of standard and Latin dance. These elements, procedures, and technical structures are developed in accordance with the standards. This study employs the method of literature review in conjunction with the method of logical analysis in order to investigate the definition and connotation of dance sport based on a variety of theoretical frameworks, elaborate on the application value of dance sport in university physical education courses through dialectical discussion, and provide guiding direction and theoretical support for university dance sport courses.

Keywords

Dance Sport, Physical Education, Different Theories, Development.

1. Introduction

Both the subject matter that is taught and the manner in which it is taught are becoming increasingly varied in today's schools. In particular, with regard to physical education, several sports and physical education courses are getting more colourful. Students at universities all around the world have shown a strong interest in participating in dance sports ever since the latter half of the 20th century, when the activity was first added to the curriculum for physical education. In the present day, a variety of educational institutions, including colleges and universities, provide students with the opportunity to participate in dance-based physical education classes. In spite of this, the majority of educational institutions teach physical dance in accordance with their own teaching conditions and requirements. As a consequence, there is a lack of perfection and systematisation in all aspects of teaching, which indicates that there is room for further development in this area. As a result of the persistent growth of dance sports, an increasing number of studies are being conducted on the incorporation of dance sports into the curriculum of university physical education classes. Li Ye (2013) conducted research on the instructional strategies utilised by instructors of the dance sport option course in Heilongjiang Province[1]. The purpose of this study was to determine how college students may learn the fundamental skills of dance sports in a more efficient and effective manner. Xiong Wenjun (2016) discovered that in the traditional approach to teaching physical education, students are only able to passively accept the teaching of the teacher and are unable to give full expression to their excitement and initiative[2]. This has a significant negative impact on students' motivation to learn about physical education. Dai Xiaohong and Wu Jun (2019) pointed out that in order to promote the smooth implementation of dance sport practise teaching, it is of utmost importance to scientifically construct and improve the content system of dance sport teaching materials[3]. Additionally, prior to writing teaching contents, it is necessary to make forward-

looking considerations and plans. According to Cui Mengdi (2020), the majority of universities that focus on physical education have strayed away from the development of dance sport theory and technique[4]. According to the results of the survey, the vast majority of dance instructors do not have a proper understanding of the theoretical structure of dance at this time. Instructors whose primary focus is on teaching technical movements should consider making adjustments at the theoretical level of their instruction. Chen Jianghua (2020) suggested that university dance sport teaching should be based on the vision of cultural development, update and improve the teaching content of dance sport and the talent training objectives of dance sport, innovate and enrich the teaching mode and teaching methods of dance sport, and improve a university dance sport teaching should start from the vision of cultural development, update and improve the teaching content of dance sport[5], and Chen Jianghua (2020) proposed that university dance sport teaching should start with the vision of cultural development and update and improve the teaching content of dance. (Gao, 2020) analyses the influence of new media on college dance teaching and how to use the new media to optimise the college dance class so as to promote the development of the college dance class[6]. Zhang et al. (2021) aim to investigate the role of frequent dance sports in preventing mental disorders, including anxiety and depression, among college students using real-world data and to further analyse potential risk factors associated with anxiety and depression[7].

2. Literature Review and Logical Analysis

Through the process of a literature review, this article provides a definition of physical dance from a variety of theoretical viewpoints. Additionally, this article provides suggestions that are pertinent to the teaching of physical dance in colleges and universities with the intention of enhancing teaching quality. As a biopsychosocially determined activity, the definition of dance sport can be considered and explained through a variety of theories:

1) In the behavioristic perspective, dance sport is considered to be a reaction to a stimulus, like music, in an active way, with reciprocity between the individual and the environment; Dance sport is also the possibility of particular training on the basis of perceptive motion development by means of a motor. Under the profound influence of the conventional idea of physical education, the initiative of teachers is high, college students are accustomed to teachers' conventional method of teaching, and there is no correct understanding of learning. A dance sport course should start from its behavioural perspective, from the concept of change, and mobilise the university to carry out teaching reform with enthusiasm, initiative, and creativity. A dance sport course should start from a behavioural perspective, from the concept of change. Teaching fosters a positive relationship between the instructor and the students, enables students to establish a laid-back and self-directed approach to learning by encouraging interaction between individuals and the surrounding environment, and significantly contributes to the growth of students' creative potential. A dance sport course should give full play to the teacher's leadership role and students' initiative and foster students building the habit of conscious exercise so that it may, on the one hand, satisfy students' thirst for knowledge and, on the other hand, improve the quality of teaching.

2) From the standpoint of a maturational perspective, dance sport is an ontological determination of the continuously evolving individual and society—the initial emergence. Only at the end of the last decade of the 20th century was the phenomenon that is now known as dance sport given its current name. Dance sports first became practised in a competitive setting near the end of the first decade of the 20th century. A distinct culture has emerged at the intersection of athletic competition and creative expression known as dance sport. Dance sport is a relatively new sport, but due to its distinctive look, it has quickly become highly popular

among college students. This is especially true in this day and age, when short movies are widely available on the internet.

3) From the cognitive perspective, dance sport is the consequence of personal experience, a kind of shift from mentor to performer, and an awareness of both the performer and their surroundings. Students can only achieve a good teaching effect if they are actively aware and learning throughout the process of learning dance. This stage of learning must take place in an environment conducive to self-knowledge, with the teacher guiding students through the teaching process in order to help them learn and master the movement.

4) From a pedagogical and psychological point of view, According to Chappuis, R. (1964), dance sports are a type of sport that requires a significant amount of brain focus in addition to high levels of energy expenditure[8]. As a component of a university's physical education curriculum, dance sports play the same role as other sports courses in terms of providing opportunities for physical activity and contributing to overall fitness levels. The low intensity of the exercise load is beneficial for learning and becoming proficient in the movement, whereas the high intensity of the exercise load allows for more effective physical activity. Teachers of dance sports should select easier forms of dance to teach in order to achieve the goal of getting their students to engage in more strenuous physical activity. This should be done in conjunction with increasing the overall intensity of the exercise load. Chappuis, R. (1964) suggested that dance sport is based on the aims pursued in teaching activities that cover all three categories: management of the environment, control of the body, enhancement of physical attributes, and interactions with others. Chappuis's argument was published in the journal *Dance Research*. Students in higher education often enrol in dance sports programmes for a variety of reasons. Some of these students want to enhance their form and body posture as well as perfect their ways through the process of dance learning. Other students want to learn a new social skill and make new friends. In order for students to get their bodies completely active and inspired with passion and energy during dance sport practise, teachers should take full advantage of students' psychology and promote the value of dance sport in the classroom. This will allow teachers to introduce the value of dance sports in the classroom. And after classroom instruction, teachers should encourage students to participate in more social activities. On the one hand, this is so that students can practise the dance steps that they have learned because, as the saying goes, practise makes perfect. On the other hand, this is so that students can cultivate good interpersonal skills and a healthy mental state. According to Cratty, B. J. (1973), dance sport is a sport that demands artistic expression; college students are more mature in terms of both their physical and mental development and have higher levels of cultural, artistic, and aesthetic cultivation and skill[8]. Teachers of dance sports should teach the aesthetic factors of dance sports (human beauty, movement beauty, music beauty, and costume beauty) as teaching contents. They should also use the aesthetic factors of dance sports to awaken the aesthetic representations and imaginations of college students so that their own aesthetic emotions and cognition can be unified. These aesthetic factors include human beauty, movement beauty, music beauty, and costume beauty. A robust sense of participation is formed among students as a result of the externalisation of their artistic abilities, which also results in an increase in their willingness to pursue dance sports. The transformation of students' gratitude into active engagement is, in reality, a process of transforming the goal into the means of achieving it. In the midst of this process, students' capacities to appreciate and create beauty are enhanced, and their physical health is grown via the mediation of aesthetics. This is the nurturing value of dance and sport education, and it's one of the reasons why it's so important. According to Gandelsman, A.B., and Smirnov, K.M. (1973), dance sport is considered a type of sport that involves the improvement of coordination in addition to training in skills[8]. Therefore, after a semester of instruction in a dance sport, teachers can add measurements of students' physical fitness to the assessment of students' technical skills. This allows students to clearly see which

indicators they have improved through a semester of study, which is also a way for teachers to evaluate how effectively they are teaching. According to Matveev L.P. (1997), dance sport is both dependent on its structure and a circular form of athletic competition[8]. Students in physical education acquire movement skills from feeling and thinking to repetitive practise in order to achieve generalisation, differentiation, and automation of motions. The same principles apply to the teaching of dance sports. Therefore, in the process of instructing dance sports, the only way for pupils to establish accurate stereotypes and subsequently master stable motions is through extensive repetition and consistent reinforcement. According to Weineck J. (1983), dance sport is a sport that is based on the variety of movements and the tactical problem-solving techniques involved in choreography. This sport also depends on tactical orientation[8]. When teaching new steps and difficult movements, instructors of dance sports should demonstrate in numerous orientations to ensure that each pair of students can observe the demonstration. Additionally, instructors should avoid delivering too much information at once to prevent students from having to practise motions while they are still learning the material. Following the instructions of the entire series of movements, we should ensure that we are familiar with the new and warm up the old. Additionally, we should ensure that our students have a profound grasp of the movements by having them repeatedly perform the entire series of actions. The key to successfully improving the standard of instruction is maintaining a reasonable instructional density.

3. Conclusion

Through the preceding discussion, we are able to understand that the definition of dance sport in accordance with various theories reflects a variety of characteristics of dance sport, and we are also able to understand that the content, way, and method of teaching dance sport are important factors affecting the quality of dance sport teaching and that good teaching content, way, and method will bring students the correct cognition and understanding of dance sport. The proper knowledge and learning will be brought to the students by effective teaching contents, methods, and approaches, while the teaching effect will be negatively impacted by ineffective teaching contents, methods, and approaches. Therefore, in order for students to carry out physical exercise while stimulating their learning initiative, cultivating their healthy and active sports consciousness, and laying the foundation for lifelong physical education and physical education reform, teachers should combine the characteristics of dance sports to develop teaching contents and choose appropriate teaching methods and approaches.

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