

DEVELOPMENT OF DANCE EDUCATION MANAGEMENT FOR KINDERGARTEN TEACHER IN WENSHAN UNIVERSITY

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ABSTRACT

This research focuses on the dance education management for kindergarten teacher majors in Wenshan University, aiming to study the current development level of dance education management and propose targeted development guidelines. By adopting the research methods of questionnaire survey, interview and data analysis, the research comprehensively investigates the status quo of curriculum setting, teaching implementation, teacher team construction and evaluation system of dance education in the preschool education major of Wenshan University. The results show that the dance education of Wenshan University has a certain foundation in curriculum construction, but there are problems such as the disconnection between teaching content and kindergarten practical needs, the single teaching method and the imperfect evaluation system. Based on the research results, the research puts forward development guidelines from the aspects of optimizing curriculum system, innovating teaching mode, strengthening teacher team construction and improving evaluation mechanism, so as to improve the professional level of dance education for kindergarten teacher majors in Wenshan University and cultivate high-quality preschool education talents who meet the social development needs.

Keywords: Wenshan University; Kindergarten Teacher; Dance Education Management; Development Guideline

INTRODUCTION

Dance education is an important part of the art education of preschool education major, and it is also a key skill that kindergarten teachers must master. Good dance education ability can help kindergarten teachers carry out art teaching activities, stimulate children's artistic interest and promote the all-round development of children's physical and mental health. Wenshan University, as a local undergraduate college serving the basic education development of Wenshan Prefecture, takes the cultivation of high-quality kindergarten teachers as an important talent training goal of preschool education major, and sets dance courses in the curriculum system. However, with the continuous development of preschool education in China, the requirements for the dance education ability of kindergarten teachers are constantly improving, and the traditional dance education management mode is facing new challenges and problems.

At present, the research on dance education for preschool education majors in China mainly focuses on the reform of teaching content and methods, and there are few targeted studies on the dance

education management of local undergraduate colleges . Wenshan Prefecture has rich ethnic cultural resources, and the integration of local ethnic dance culture into the dance education of kindergarten teacher majors is an important development direction . However, the current dance education management of Wenshan University has not fully combined with local characteristics, and there are some problems such as the lack of localization of teaching content and the insufficient connection between talent training and local preschool education needs.

This research takes the dance education management for kindergarten teacher majors in Wenshan University as the research object, clarifies the current development level of dance education management through empirical research, and combines the development needs of local preschool education and the professional characteristics of kindergarten teachers to propose scientific and feasible development guidelines. The research is of great significance to improve the dance education management level of Wenshan University, optimize the talent training mode of preschool education major, and promote the high-quality development of preschool education in Wenshan Prefecture. At the same time, it can also provide reference for the dance education management of other local undergraduate colleges with similar regional characteristics.

METHODOLOGY

This research adopts a combination of qualitative and quantitative research methods, and comprehensively uses questionnaire survey, interview method, document analysis method and statistical analysis method to carry out in-depth research on the dance education management for kindergarten teacher majors in Wenshan University, so as to ensure the objectivity and accuracy of the research results.

Sub-Section 1: Questionnaire Survey

The research designed a "Questionnaire on the Current Situation of Dance Education Management for Kindergarten Teacher Majors in Wenshan University", which is divided into four parts: curriculum setting, teaching implementation, teacher team and evaluation system. The survey objects are 200 preschool education majors (junior and senior grades) who have taken dance courses and 30 dance teachers and preschool education professional leaders of Wenshan University. A total of 230 questionnaires were distributed in this survey, 218 valid questionnaires were recovered, and the effective recovery rate was 94.78%. The statistical analysis of the questionnaire data was carried out by using Excel software, and the current development level of dance education management was sorted out and summarized.

Sub-Section 2: Interview Method

On the basis of the questionnaire survey, the research selected 10 dance teachers, 5 preschool education professional leaders and 10 outstanding graduates who are engaged in kindergarten teaching work as the interview objects. The semi-structured interview outline was formulated, and the in-depth interview was carried out around the problems existing in dance education management, the needs of kindergarten for teachers' dance ability and the suggestions for the development of dance education. The interview content was recorded and sorted out, and the key information was extracted for qualitative analysis.

Sub-Section 3: Document Analysis Method

The research collected and sorted out the relevant documents such as the talent training program, curriculum syllabus, teaching plan and teaching evaluation standards of the preschool education major of Wenshan University, and combed the current situation of dance education curriculum setting, teaching objectives and evaluation system. At the same time, the research collected domestic and foreign research results on dance education management for preschool education majors, as well as the relevant policies and regulations of national and local preschool education development, to provide theoretical support and reference for the research.

RESULTS

Through the comprehensive analysis of questionnaire survey, interview and document data, the research clarifies the current development level of dance education management for kindergarten teacher majors in Wenshan University, and finds out the existing problems and deficiencies. The specific research results are as follows.

Current Level of Dance Education Management

The dance education of preschool education major in Wenshan University has a certain foundation in the construction of management system. The talent training program clearly defines the teaching objectives of dance courses, and sets up professional courses such as Dance Basics, Children's Dance Choreography and Kindergarten Dance Activity Design, covering the basic skills and teaching application of dance. The teacher team is mainly composed of professional dance teachers and preschool education teachers, with a reasonable educational background and professional title structure on the whole. In the teaching implementation, the combination of theoretical teaching and practical training is adopted, and certain practical teaching links are set up to cultivate students' practical operation ability.

Table 1 shows the evaluation results of the current level of dance education management for kindergarten teacher majors in Wenshan University (score full mark is 5 points). From the data in the table, it can be seen that the overall score of dance education management is 3.62 points, which is at a medium level. Among them, the score of curriculum setting is the highest (3.85 points), which indicates that the curriculum system of dance education has a relatively complete framework; the scores of teaching implementation (3.68 points) and teacher team (3.56 points) are at a medium level; the score of evaluation system is the lowest (3.20 points), which reflects that the current evaluation system is the weakest link of dance education management.

Table 1
Evaluation of the Current Level of Dance Education Management (Wenshan University, Kindergarten Teacher Major)

No.	Evaluation Dimension	Average Score	Development Level	Main Performance
1	Curriculum Setting	3.85	Medium-Good	Complete curriculum framework, covering basic skills and teaching application; lack of localization and characteristic content
2	Teaching Implementation	3.68	Medium	Combination of theory and practice; single teaching method,

				insufficient simulation of kindergarten teaching scene
3	Teacher Team	3.56	Medium	Reasonable structure of educational background and professional title; insufficient experience in kindergarten teaching and ethnic dance research
4	Evaluation System	3.20	Medium-Low	Mainly based on skill assessment; lack of comprehensive evaluation of teaching ability and innovation ability
5	Overall	3.62	Medium	Basic perfect management system; obvious short board in evaluation and teaching innovation

Existing Problems of Dance Education Management

Combined with the interview content and document analysis results, on the basis of clarifying the current development level, the research further sorts out the prominent problems existing in the dance education management for kindergarten teacher majors in Wenshan University, as shown in Table 2. The problems are mainly concentrated in four aspects: curriculum system, teaching mode, teacher team and evaluation mechanism, and each problem is closely related to the training of students' dance education ability and the connection with kindergarten practical teaching needs.

Table 2
Main Problems of Dance Education Management (Wenshan University, Kindergarten Teacher Major)

No.	Problem Category	Specific Performance	Influence on Talent Training
1	Curriculum System	1. Disconnection between teaching content and kindergarten practical needs; 2. Lack of integration of Wenshan ethnic dance culture; 3. Insufficient proportion of practical curriculum	Students master theoretical knowledge and basic skills but lack the ability to apply them to kindergarten teaching; unable to combine local cultural resources to carry out characteristic dance activities
2	Teaching Mode	1. Dominance of traditional teacher-centered teaching method; 2. Insufficient simulation of kindergarten teaching scene; 3. Lack of	Students' learning initiative and creativity are not stimulated; insufficient adaptability to kindergarten dance teaching scene

		diversified teaching means such as multimedia and situational teaching	
3	Teacher Team	1. Teachers lack practical experience in kindergarten dance teaching; 2. Insufficient research and teaching ability of ethnic dance; 3. Lack of regular professional training and exchange opportunities	The teaching content is divorced from the actual needs of kindergarten; unable to effectively teach students ethnic dance knowledge and choreography skills
4	Evaluation Mechanism	1. Overemphasis on the assessment of dance skills and theoretical knowledge; 2. Lack of comprehensive evaluation of students' teaching design, activity organization and innovation ability; 3. No formative evaluation throughout the whole teaching process	Students only pay attention to the mastery of skills and ignore the cultivation of teaching application ability; it is impossible to comprehensively and objectively evaluate students' dance education ability

Demand of Kindergarten for Teachers' Dance Education Ability

Through the interview of outstanding graduates engaged in kindergarten teaching work, the research finds that kindergartens in Wenshan Prefecture have clear requirements for the dance education ability of kindergarten teachers: first, they need to have solid dance basic skills and the ability to design and organize kindergarten dance activities suitable for children's physical and mental development characteristics ; second, they need to have the ability to integrate local ethnic dance culture into kindergarten dance teaching and carry out characteristic art education activities; third, they need to have the ability to use diversified teaching methods to stimulate children's interest in dance learning and promote the all-round development of children. The current dance education of Wenshan University has not fully met the above three kinds of needs, which is the main direction of the optimization and improvement of dance education management.

CONCLUSION AND FUTURE WORK

Research Conclusion

This research takes the dance education management for kindergarten teacher majors in Wenshan University as the research object, through the combination of qualitative and quantitative research methods, systematically studies the current development level of dance education management and draws the following conclusions:

1. The dance education management of preschool education major in Wenshan University is at a medium development level on the whole, with a relatively complete curriculum framework and a basic

reasonable teacher team structure, and has achieved certain results in the combination of theoretical teaching and practical training.

2. There are prominent problems in the dance education management, such as the disconnection between curriculum content and kindergarten practical needs, the single teaching mode, the insufficient practical experience of teachers and the imperfect evaluation system, among which the evaluation system is the most obvious short board.

3. The dance education ability of students trained by the current dance education management mode cannot fully meet the actual needs of kindergartens in Wenshan Prefecture, especially the lack of the ability to integrate local ethnic dance culture into kindergarten dance teaching and design characteristic dance teaching activities.

The root of the above problems is that the current dance education management of Wenshan University is not fully oriented to the demand of local preschool education development, and the talent training mode is relatively traditional, which fails to effectively combine the professional characteristics of kindergarten teachers and regional cultural characteristics.

Development Guidelines of Dance Education Management

In view of the current situation and existing problems of dance education management, combined with the demand of kindergartens for teachers' dance education ability and the development characteristics of local ethnic culture, the research puts forward the following development guidelines for the dance education management of kindergarten teacher majors in Wenshan University:

1. Optimize the curriculum system and integrate local characteristics: On the basis of retaining the existing core courses such as Dance Basics and Children's Dance Choreography, increase the proportion of practical courses such as Kindergarten Dance Activity Simulation and On-the-job Practice; set up elective courses such as Wenshan Ethnic Dance Culture and Ethnic Children's Dance Choreography, integrate the rich ethnic dance resources of Wenshan Prefecture into the curriculum content, and realize the localization and characteristic of dance education .

2. Innovate the teaching mode and focus on practical training: Change the traditional teacher-centered teaching method, adopt the student-centered teaching mode such as situational teaching, project-driven teaching and simulation teaching; build a kindergarten dance teaching simulation laboratory, simulate the actual teaching scene of kindergarten, and cultivate students' ability of teaching design and activity organization; use multimedia, AR and other modern teaching means to enrich teaching forms and improve students' learning initiative .

3. Strengthen the construction of teacher team and improve professional ability: Carry out targeted training for existing teachers, organize teachers to go to kindergartens for on-the-job practice and research, and improve their practical teaching experience; introduce professional teachers with ethnic dance research background and kindergarten teaching experience; establish a long-term exchange and cooperation mechanism with local dance associations and kindergartens, and invite industry experts to carry out regular lectures and teaching guidance .

4. Improve the evaluation mechanism and implement comprehensive evaluation: Establish a multi-dimensional and comprehensive evaluation system combining formative evaluation and summative evaluation, and change the single evaluation mode of skill assessment and theoretical examination; the evaluation content includes dance basic skills, teaching design ability, activity organization ability,

innovation ability and ethnic dance application ability; the evaluation subjects include teachers, students and kindergarten front-line educators, so as to realize the objectivity and comprehensiveness of evaluation.

Future Research Prospects

This research has carried out a systematic study on the dance education management for kindergarten teacher majors in Wenshan University, but there are still some deficiencies. In the future research, the follow-up research can be carried out from the following aspects: first, track and investigate the implementation effect of the proposed development guidelines, and adjust and optimize the guidelines according to the actual implementation situation; second, expand the research scope, carry out comparative research with the dance education management of other local undergraduate colleges in Yunnan Province, and summarize the universal development experience; third, carry out in-depth research on the integration of ethnic dance culture into the dance education of preschool education major, and form a set of systematic and operable teaching materials and teaching methods. At the same time, it is hoped that Wenshan University can take this research as an opportunity, further strengthen the reform and innovation of dance education management, continuously improve the talent training quality of preschool education major, and make greater contributions to the high-quality development of preschool education in Wenshan Prefecture.

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