

Exploration on the Curriculum Construction of Dance Studies in the Digital Era

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Abstract: With the advent of the digital era, various means such as virtual reality, online remote teaching, and online learning platforms have enriched the content and methods of dance education and teaching classrooms. This is conducive to the cultivation of high-quality dance talents in the new era and brings new opportunities for dance education and teaching in vocational high schools in China. However, at the same time, the arrival of digitization has also brought challenges to the development of dance courses. Based on this, this paper explores the problems in the construction of dance courses in vocational high schools in China in the digital era, and seeks innovative applications of digital technology in the construction of dance teaching courses. It aims to enhance the learning experience of dance majors in vocational high schools in China and improve the effectiveness of dance classroom teaching.

Keywords: Digital Era; Dance Studies; Curriculum Construction

1. Introduction

Dance education is an important component of art education in vocational high schools in China, but the traditional dance teaching mode is no longer able to meet the diverse learning needs of students. Integrating remote education platforms, virtual reality technology, artificial intelligence and other technologies into vocational high school dance teaching can create an open and interesting dance education classroom. This can also provide students with diverse learning materials and teaching cases, ultimately achieving high-quality development of dance education.

2. The Problems in the Construction of Dance Courses in Vocational High Schools in the Digital Era

With the advent of the digital era, building a blended education model that combines online and offline has become a research focus for various schools. As an important component of vocational high school art education, dance education has naturally launched practical exploration and achieved certain results. However, some vocational high schools still have certain problems when applying digital technology to dance teaching.

2.1 Lack of Sufficient Digital Equipment

Having complete digital equipment is an important foundation for vocational high school dance teachers to carry out educational and teaching activities. However, due to various factors, the digital equipment for dance teaching in some vocational high schools is not yet complete, making it difficult to support the development of digital teaching for teachers. For example, digital teaching equipment includes various technologies such as virtual reality, network platforms, intelligent classrooms, and electronic whiteboards. However, some vocational high schools are equipped with only one or two types of digital teaching equipment, which cannot meet the latest requirements of dance classroom teaching in vocational high schools. Furthermore, in terms of the existing digital teaching equipment in vocational high schools, most of the teaching equipment has become outdated and damaged, with slow operation speed, which has also affected the progress speed of dance classroom teaching.

2.2 Lack of Teaching Management

In the digital era, conducting dance teaching through digital technology not only requires complete equipment, but also a sound student management system. Only in this way can we ensure the smooth implementation of teaching activities. However, some dance teachers blindly delegate the initiative of classroom learning to students while utilizing digital

technology for online dance teaching, neglecting their role in guiding, demonstrating, supervising, and managing students. This leads to poor learning outcomes for students, who are unable to correctly grasp the goals and technical points of dance teaching. At the same time, this also leads to a lack of close connection between online and offline dance teaching classrooms. Fundamentally, some students lack self-discipline and find it difficult to concentrate during online learning. This makes it difficult for students to fully absorb and internalize the teaching content, leading to differences in learning progress and mastery of motor skills among students in the offline teaching process. Ultimately, the connection between online and offline classroom teaching is not smooth, making it difficult to achieve the predetermined teaching objectives.

2.3 Incomplete Evaluation Mechanism

Currently, teachers use digital technology to evaluate online dance teaching, which is different from traditional evaluation methods. For example, the evaluation method of traditional offline teaching classroom is relatively direct, and teachers can intuitively understand students' learning status and accurately grasp students' mastery of dance knowledge and skills. However, in the process of conducting online teaching, teachers often can only evaluate students based on their completion of homework and the length of learning in teaching courseware. And due to the insufficient digital technology application ability of some dance teachers, they are unable to fully utilize internet technology to supervise and evaluate students' learning process, weakening the role of feedback, diagnosis, learning situation analysis, and motivation in the teaching evaluation process. This not only fails to provide timely feedback and guidance on students' learning outcomes, but also leads to a lack of evaluation standards in the construction of dance major courses.

2.4 The Student's Sense of Participation is Not Strong

In theory, using digital technology to carry out online dance teaching is an important part of improving student participation, strengthening the interaction between teachers and students, and improving teaching effectiveness. However, the current students' sense of participation in

this process is not strong. [1] On the one hand, in the process of utilizing digital technology for online teaching, some teachers have failed to create a harmonious, equal, and enjoyable classroom teaching atmosphere. This leads to a relatively dull atmosphere in online classroom teaching, and students are easily attracted to other online information, thereby reducing the effectiveness of classroom teaching; On the other hand, the interaction between teachers and students is singular in form. For example, some teachers still stay at the simple level of uploading learning materials, assigning homework, and teaching in class when using online teaching platforms, and fail to stimulate students' interest in dance classes through diverse forms of teaching interaction. This not only leads to a decrease in students' understanding of dance art, but also hinders their continuous learning.

3. Exploration of Curriculum Construction for Dance Studies in Vocational High Schools in the Digital Era

Digital educational tools and online platforms play an important role in the construction of dance courses in vocational high schools. [2] This can provide new teaching resources and communication platforms for dance education, and also effectively enrich the content and form of dance education. In order to effectively leverage the importance of digital tools in dance courses, vocational high schools first need to make targeted improvements to address the current problems in dance teaching. Specifically, we can start from the following aspects:

3.1 To Improve Digital Teaching Equipment

Perfect digital teaching equipment is an important material foundation for innovative dance professional teaching classrooms in the digital era. Therefore, vocational high schools should combine the teaching objectives and specific content of dance teaching to improve digital teaching equipment. Firstly, schools need to investigate and analyze the existing teaching equipment in dance teaching classrooms. Schools should renovate and update the hardware and software of relevant equipment, and timely purchase missing digital teaching equipment to ensure the smooth implementation of dance teaching; Secondly, the curriculum teaching environment is a key

link in dance teaching in the digital era. Therefore, vocational high schools should actively strengthen the construction of dance smart classrooms, multimedia, virtual reality technology, and build a good classroom teaching environment. For example, virtual reality technology can provide students with an immersive learning environment. Wearing VR helmets can enable students to immerse themselves in various dance scenes, and even interact with virtual characters, further stimulating students' expressive abilities; Finally, vocational high schools should establish a professional team of digital equipment management talents to scientifically manage digital teaching equipment. It can extend the service life of teaching equipment, prevent unnecessary resource waste, and enable digital teaching equipment to maximize its application. [3]

3.2 To Strengthen Teaching Management

In response to the current situation of poor self-control and loose teaching connections among students in dance major teaching in vocational high schools, schools should actively strengthen teaching management. Firstly, the most significant advantage of digitization is the quantification of academic information. So, teachers need to change traditional teaching concepts, actively utilize online teaching platforms, and comprehensively collect students' basic and learning information. Teachers should also establish corresponding digital models to record students' theoretical learning of dance knowledge, mastery of dance skills, and learning preferences in detail, in order to develop personalized teaching plans and ensure that dance teaching can accurately align with students' needs; Secondly, during the learning process, teachers should transform dance core competencies into quantifiable data indicators based on classroom teaching objectives, constantly pay attention to students' learning dynamics, and strengthen teaching management for students; Finally, in order to promote the close integration of digital teaching technology with vocational high school dance teaching, schools should also strengthen the teaching management of dance teachers. By developing scientific teaching management and incentive mechanisms, schools can enhance the application level of

digital teaching equipment for dance teachers. This enables teachers to actively transform traditional teaching models, apply digital teaching technology to classroom teaching, and further promote the modernization of dance teaching in vocational high schools.

3.3 To Build a Smart Classroom

Building a smart classroom is the key content of the teaching construction of dance majors in vocational high schools in the digital era. Therefore, teachers should fully utilize digital technology to improve course teaching efficiency and achieve effective integration of online and offline, virtual and real spaces. Firstly, in the expected stage of the course, teachers can provide students with video courseware through online teaching platforms for autonomous learning, enabling them to have a preliminary understanding of the learning content and dance skills they need to master, and guiding them to record unresolved problems and doubts about existing knowledge; Secondly, in the classroom teaching process, teachers should actively use multimedia, audio equipment, and projection equipment to construct classroom situations, improve students' classroom participation, and further stimulate students' learning enthusiasm; Finally, teachers can use digital technology to simulate real stage lighting, sound, layout, etc. for students, allowing them to perform dance in groups, making classroom teaching more efficient and vivid. [4] In short, in the digital era, schools need to keep up with the trend of the times and use digital technology to create resource sharing platforms, in order to broaden the scope of students' knowledge learning, cultivate the habit of self-directed learning, and truly achieve "smart learning".

3.4 To Improve Classroom Evaluation

Course evaluation is an important part of the construction of dance major courses. By utilizing digital teaching platforms, teachers can quantify and process various basic information and learning situations of students, and develop personalized learning goals based on different students' learning situations, which serve as an important criterion for classroom teaching evaluation; Secondly, dance teachers can combine students' online and offline teaching evaluation methods, including their daily attendance, classroom performance,

learning habits, etc., to ensure the comprehensiveness and comprehensiveness of dance teaching evaluation; Once again, teachers can adopt a hierarchical evaluation approach in the process of evaluating students. Teachers can set goals that meet students' development needs based on their learning situations and abilities, help students identify their shortcomings, and guide them towards higher level goals; Finally, dance teachers should attach importance to the feedback, diagnosis, and analysis of classroom evaluation, improve their ability to use digital technology equipment in their spare time, and actively apply it to classroom teaching. For example, after each classroom teaching session, teachers should use digital technology to analyze students' existing problems in a timely manner and provide timely feedback to students. [5]

4. Conclusion

In the digital era, the construction of dance courses in vocational high schools must fully utilize digital education and teaching equipment, enrich classroom teaching resources, strengthen teaching management for students, and build smart classrooms. Teachers should also establish a comprehensive classroom teaching evaluation mechanism to

fully leverage the advantages of digital technology, broaden the space for dance teaching, and thereby stimulate the vitality of dance teaching classrooms.

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