

# Leading Dance Teaching in the New Era with Aesthetic Education

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**Abstract:** With the development of the times, aesthetic education enriches people's spiritual life from the perspective of educating people and aesthetics, and comprehensively improves people's comprehensive quality. Aesthetic education in the new era mainly regards schools as the main front of education and combines artistic means to carry out aesthetic education. This article analyzes the application value and development status of dance aesthetic education under the background of aesthetic education connotation and national aesthetic education policy. Therefore, exploring the path of aesthetic education penetration in dance teaching in colleges and universities is of great significance to the cultivation of students' character and personality. This paper analyzes the role of aesthetic education penetration in dance teaching and thinks about the basic path of aesthetic education penetration in dance teaching.

**Keywords:** Leading dance, new era, aesthetic education

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## 1. INTRODUCTION

Dance is a kind of human performance art. It can not only cultivate students' aesthetic concept, but also shape students' body to a certain extent, so that students can create beauty in their own way while discovering and feeling beauty, to effectively improve their own aesthetics. Practical ability. At present, the content of dance teaching is relatively rich, and there are many types of teaching, such as: classical dance, modern dance, folk dance, etc. Before teaching, teachers should clarify the teaching objectives for students according to their actual situation. For example: in the process of enrolling new students, it is necessary to cultivate students' dance skills so that they can establish correct cognition, realize the importance of dance learning, and better complete related tasks in classroom teaching. At the same time, teachers should train students in basic skills, increase teaching guidance, and formulate dance choreography plans. The different styles and types of dance art are closely related to people's group knowledge and ideas.

By leading students to grasp and deeply understand different types of dance styles, college dance teachers can enable students to continuously improve their own aesthetic ability in a subtle way, and help students understand the aesthetic methods of different types of dances and the ideas behind their movements. This will improve students' understanding of culture and art. Dance aesthetic education is an indispensable and important part of the Chinese aesthetic education curriculum system. It plays an irreplaceable role in enhancing students' aesthetic awareness, deepening emotional education, cultivating the soul, and stimulating imagination and creativity. At the same time, dance aesthetic education also promotes the popularization and development of aesthetic education to a certain extent. Infiltrating moral education into primary art education is the embodiment of the new curriculum concept and the need of modern education. To highly promote the spirit of art, it is not only necessary to combine the characteristics of primary school students and dig deep into the teaching materials, but also to give full play to the unique functions of primary school art teaching and integrate aesthetic education and moral education.

Students in elementary school especially like to watch animation and film and television appreciation. Teachers can select representative animation stories and clips when creating courses and match them to their liking. In the process of appreciating the works, they can subtly instill correct the ideological concept, arouses the emotional resonance of the students, sums up the prompts in a timely manner, makes the students understand, and achieves the purpose of moral education for the students. During the period of practical teaching, dance teachers should formulate a comprehensive educational plan, clarify the key content, and carry out strict management and control on it. First, teachers can arrange dance competitions for students, requiring students to practice related skills and better participate in competition activities. Secondly, teachers also need to cultivate students' practical application ability of theoretical knowledge, regularly arrange students to practice in kindergartens, so that they can master various basic skills, improve their practical ability, and job ability, accumulate teaching work experience, and enhance their employability.

Finally, the school can also invite some teaching experts to the school to guide students, so that students can fully understand the situation of children's dance teaching, improve their practical ability and understanding ability, so that they can form a correct understanding of the position and achieve good teaching purposes. Local colleges and universities in dance teaching, students are first required to have aesthetic thoughts and aesthetic concepts. Teachers need to impart ideas and concepts of beauty and cultivate students' aesthetic consciousness. Because different types of dances have different artistic styles, when students understand and learn dance, they should first have the awareness of aesthetics, that is, the ideology of "dancing with a sense of beauty".

## 2. THE PROPOSED METHODOLOGY

### 2.1 The role of aesthetic education infiltration in dance teaching

To cultivate students' aesthetic awareness in dancing, teachers need to let students have an aesthetic interest in different dance aesthetics before giving lectures and make them comprehend and love different artistic styles of dance

aesthetics. Form a mechanism to encourage students to have noble inner beauty. Dance aesthetic education is different from the traditional dance education model. It has changed from pure dance professional training to aesthetic education as the educational goal, from the original professional talents to applied and innovative talents and pays attention to society and people's livelihood from the perspective of dance. Pay attention to quality education and training. Schools at all levels and stages should continue to deepen the research on aesthetic education theory and talent training, strengthen the construction of aesthetic education teachers, teaching materials, and curriculum, and improve the evaluation and assessment mechanism. "Anywhere can be a classroom, and there can be a classroom anywhere." In the past, art classes in primary schools were all in the classroom, with the teacher facing the textbooks, the students flipping through the books, the teacher drawing on the blackboard, speaking orally, and then asking the students sitting at the desk and copying, or associating with the impressions in the mind, or looking for pictures everywhere for assistance, the rigid and rigid way lacks emotional experience, and it is difficult to mobilize the enthusiasm of students, let alone creation.

Therefore, in the teaching of each class, teachers should take various methods such as visiting, sketching, and collecting folk songs according to the objectives of the teaching materials, fully apply modern teaching methods, and use a wide range of channels to understand. During the dance teaching period of preschool education majors, teachers should carry out comprehensive reforms to the education methods and formulate perfect management and control programs. First, teachers should ensure that the teaching process is interesting, rationally use multimedia tools to assist in teaching activities, and play videos about dance choreography in kindergarten teaching for students, so that students can master relevant skills and improve their job ability. Dance teaching based on aesthetic education should not be limited to the two dimensions of movement teaching and cultural transmission.

On the one hand, students are subtly influenced by aesthetic education, and teachers must make students the best experiencers of beauty. Another important direction is to enable students to actively discover beauty in life and art. Because students often "lack the eyes to discover beauty", teachers need to cultivate students' ability to actively appreciate beauty. Therefore, aesthetic education should not only be limited to the rehearsal of dance movements, nor should it be limited to the performance of dance repertoire but requires students to be able to discover the art of dance and other arts on the premise of having aesthetic interests and knowing aesthetic norms. And the beauty in the things to appreciate in every aspect of life. Through the aesthetic education training mode of "basic art knowledge and basic skills + art aesthetic experience + art special expertise", we will focus on improving students' core literacy.

## 2.2 The Connotation of Aesthetic Education and the Feasibility of School Aesthetic Education Policy

The core literacy training goals for students of different ages are different. It is necessary to cultivate the aesthetic taste of primary school students, the aesthetic ability of middle school students, and the aesthetic quality of college students. Different levels of core literacy training can guide students to establish a correct view of history, family and country, and national culture, and enhance cultural self-confidence. Dance

aesthetic education has practical significance for the improvement of people's core literacy. Allowing students to be in nature and experience it not only improves interest, but also draws works full of real feelings and more realistic effects, which can exercise students' ability of observation, thinking and creation. For example, organize campus sketching activities, feel the beauty of nature and the most natural colors in nature with hands, eyes, and body on campus, feel that the beauty of color in art is extracted from nature, and feel the beauty brought by nature. With the beauty of hearing, vision and touch, the students used their brushes to draw beautiful, fresh, and natural colors one after another under the blue sky and white clouds.

In the process of designing and arranging class hours, preschool education schools need to plan according to the actual learning needs of students to improve the effectiveness of class hour management. First, when designing class hours, we should extend the practical teaching time according to the learning characteristics of preschool students and provide them with sufficient training time so that students can fully master dance skills during the practice process. Since the popularization and promotion of quality education, college education has paid more and more attention to the comprehensive quality of students. It is an indispensable link to explore the path of aesthetic education penetration and to teach students in accordance with their aptitude in the process of dance teaching. In the actual teaching process, teachers need to Enough attention is paid to the improvement of students' practical ability and the development of ideological character, so that students can personally feel the essence and charm of dance and implement the teaching mode of teaching students in accordance with their aptitude for students with different foundations and different physiques.

First, play the wonderful animation and music of the song "little red riding hood", let the students appreciate the image of Little Red Riding Hood, and hum along with the cheerful rhythm to start associations, so that students can accept questions in a relaxed and happy atmosphere: "Children, I am Little Red Riding Hood Let's take a look, what do you see?" Then, various kinds of hats were displayed, and students were asked to distinguish and compare them. By appreciating and comparing, students can better understand the shape, color, and accessories of hats, and accumulate materials for making hats. . In the course, students are asked to display the hats they made, and groups or individuals evaluate the works in various ways such as self-evaluation and mutual evaluation.

Finally, let the students use their imagination and think about "what will the hats be like in the future", they can write ideas and draw design drawings, to further improve the students' imagination and creative ability. Since the development of art education, it is no longer a single professional skill education, but has transformed into a diversified quality education for all students. Art education is no longer a staged short-term education, but an artistic edification and cultivation that accompanies students throughout their lives. In the dance art education under the perspective of aesthetic education, "cultivating morality and cultivating people" should be taken as the fundamental educational goal, and dance should be used as a means to combine traditional Chinese culture and Chinese aesthetics to reflect the collective strength, spiritual strength, and cultural strength of the Chinese people. , so that students have their own beauty, beauty and beauty together, establish a correct and unique artistic concept and aesthetic concept, and add a touch of artistic color to the life of students.

### 3. CONCLUSION

To sum up, with the continuous deepening of quality-oriented education, the penetration of aesthetic education in dance teaching has been widely concerned by various colleges and universities. The penetration of aesthetic education into dance teaching can not only improve the quality of students' dance learning, but also improve the quality of students' learning. Aesthetic concepts, the ability to create beauty and shape shaping all play an important role in promoting and help students form correct values. And when infiltrating aesthetic education, teachers should combine aesthetic education ideas with dance forms, teach students in accordance with their aptitude, create a good aesthetic education environment for students, and permeate the value of education and the connotation of aesthetic education in curriculum setting and knowledge imparting. And stimulate the sense of innovation, and fully tap the inner potential of students. Educating people with culture and dancing has become a characteristic education that improves the aesthetic and humanistic quality of the whole people and improves the comprehensive quality of students.

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