



Strategies to Enhance the Practical Teaching of Dance Composition Courses under the Concept of Quality Education

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ABSTRACT

This article investigates the strategies for improving the practical teaching of dance composition courses under the concept of quality education. Through in-depth exploration of the concept of quality education and its application in dance composition courses, the problems existing in the practical teaching of dance composition courses are revealed. Subsequently, strategies for enhancing the practical teaching of dance composition courses are proposed, including cultivating students' innovative thinking abilities, strengthening practical arrangements, and optimizing the allocation of teaching resources. The effectiveness of these strategies is validated through case analysis. The research findings are summarized, and future research directions are discussed. This study provides strategies for enhancing the practical teaching of dance education, which is of great significance for promoting the application of quality education in dance teaching.

Keywords: quality education, dance composition, practical teaching, improvement strategies

1 INTRODUCTION

1.1 Research Background and Significance

As quality education continues to be promoted, more and more scholars are focusing on the important role of dance education in improving students' comprehensive quality. Dance education can not only cultivate students' aesthetic ability, physical coordination ability, and expressive ability, but also improve their teamwork, innovation, and thinking abilities. As an important component of dance education, dance composition courses have a significant role in cultivating students' creativity, aesthetic ability, and teamwork. Therefore, research on dance composition courses under the concept of quality education has important practical significance and theoretical value. Currently, both domestic and foreign research on dance composition courses under the concept of quality education has achieved certain results. In China, some scholars have studied the teaching objectives, teaching content, and teaching methods of dance composition courses, exploring how to improve students' comprehensive quality through dance composition courses. At the same time, some scholars have conducted in-depth research on the cultivation of students' innovation ability, aesthetic ability, and teamwork in dance composition courses. In foreign countries, some scholars have studied the role of dance composition courses in cross-cultural communication and diversified development, exploring how to cultivate students' international vision and cultural exchange ability through dance composition courses. However, despite the in-depth exploration of dance composition courses under the concept of quality education, there are still some issues that need to be further addressed. First, how to combine dance composition courses with traditional Chinese culture to better inherit and promote national culture is an urgent problem to be solved. Second, how to effectively integrate modern technology elements into dance composition courses to improve students' innovation and practical abilities is also an important issue.

1.2 Objectives

This article aims to delve into the practical teaching of dance composition courses under the concept of quality education, in order to provide valuable references for the development of dance education in our country. The existing

problems in the practical teaching of dance composition courses have attracted widespread attention. In this regard, this article will analyze these problems in detail and propose corresponding solutions. Furthermore, the effectiveness of the improvement strategies will be validated through actual cases, with the aim of providing guidance for the research and development of future dance composition courses.

1.3 Research Question and Hypothesis

This study will focus on the following questions: 1. What are the problems with practical teaching in current dance composition courses? 2. How can practical teaching in dance composition courses be improved? 3. How can the effectiveness of improvement strategies be verified?

Based on these questions, we hypothesize that: 1. The cultivation of students' innovative abilities is key to improving practical teaching in dance composition courses. 2. Strengthening the arrangement of practical activities and optimizing the allocation of teaching resources can effectively enhance practical teaching in dance composition courses. 3. The effectiveness of improvement strategies can be verified through case analysis.

1.4 Research Methods

This study will adopt a combination of literature review, case analysis, and field research methods. Firstly, a deep understanding will be gained regarding the application of the concept of quality education in dance education, the existing problems in practical teaching of dance composition courses, and the strategies for improvement. Secondly, the effectiveness of the improvement strategies will be verified through case analysis. Finally, by combining the approach of field research, a comprehensive understanding of the actual teaching situation of dance composition courses will be obtained, providing ample data support for the proposal and validation of the improvement strategies.

2. OVERVIEW AND TEACHING CHARACTERISTICS OF DANCE CHOREOGRAPHY CURRICULUM

The dance composition course is a professional course that focuses on cultivating students' creative thinking and dance composition abilities. Its content covers basic dance training, dance performance skills, choreography theory and practice, among others. In terms of teaching characteristics, the dance composition course emphasizes students' creative expression and the uniqueness of dance works, while also focusing on cultivating students' aesthetic taste and creative abilities. Additionally, the dance composition course also emphasizes the integration of interdisciplinary knowledge to promote students' comprehensive development. The content of the dance composition course mainly includes basic dance training, dance performance skills, and choreography theory and practice. In terms of basic training, students will receive basic dance movement training, including training in body flexibility, muscle strength, and dance posture. In terms of dance performance skills, students will learn techniques such as stage performance, emotional expression, and shaping of dance forms. In the aspect of choreography theory and practice, students will learn theoretical knowledge of dance composition and create choreographic works through practical activities. The prominent feature of the dance composition course lies in its emphasis on students' creative expression and the uniqueness of dance works. The course focuses on cultivating students' aesthetic taste and creative abilities, encouraging them to unleash their imagination and express personal emotions and thoughts through creation. Furthermore, the dance composition course also emphasizes the integration of interdisciplinary knowledge, promoting students' comprehensive development in areas such as music, fine arts, and literature, thereby cultivating their comprehensive artistic literacy.

3. EDUCATION PRACTICE UNDER THE CONCEPT OF QUALITY EDUCATION

3.1 Overview of the Concept of Quality Education

Quality education, as an educational concept, emphasizes the cultivation of students' comprehensive qualities, including moral character, intellectual abilities, physical fitness, aesthetic qualities, and other aspects of development. Quality education focuses on fostering students' innovative spirit and practical abilities, advocating for students to pay attention to the experience and gains in the learning process itself, rather than pursuing results alone. This educational concept emphasizes the importance of students' autonomy and lifelong learning, advocating for personalized education, and striving to enable every student to develop comprehensively and become a socialist builder and successor who possesses ideals, morality, culture, and discipline. The concept of quality education deeply influences all aspects of education and teaching, and has profound implications for the teaching of dance composition courses. In dance composition courses, the concept of quality education requires teachers to pay attention to the cultivation of students' physical and mental health and aesthetic emotions, focus on cultivating students' innovative thinking and aesthetic abilities, and stimulate students' interest in learning and their ability for autonomous learning. Therefore, in-depth exploration of the concept of quality education and its application in dance composition courses is of great significance for improving teaching quality and cultivating students' comprehensive qualities.

3.2 Application of the Concept of Quality Education in Dance Choreography Courses

The application of the concept of quality education in dance composition courses is first reflected in the determination of course objectives. Dance composition courses no longer solely pursue students' technical proficiency and the completion of dance works, but also focus on cultivating students' aesthetic sensibility and innovative abilities, and pay attention to the

comprehensive development of individual students. The clear definition of course objectives and alignment with the concept provide a solid foundation for in-depth teaching. In terms of curriculum design, the concept of quality education requires dance composition courses to emphasize students' practical experience and the cultivation of innovative thinking. When designing course content, teachers need to focus on guiding students in creative thinking training and encourage them to cultivate aesthetic sensibility and personal expression through creative practice. This design of teaching content is conducive to stimulating students' interest in learning and promoting their comprehensive development.

In addition, in the selection of teaching methods, the concept of quality education requires dance composition courses to emphasize student participation and experiential learning. Therefore, teachers need to focus on diversified teaching methods, such as group cooperation, field trips, practical operations, etc., to enrich students' learning experiences and cultivate their spirit of teamwork and innovation. The application of the concept of quality education in dance composition courses is a comprehensive educational reform that is of great significance for cultivating students' comprehensive qualities and innovative abilities. Through in-depth research on the application of the concept of quality education in dance composition courses, important guidance can be provided for teaching practice, and it can promote the development of dance education towards a healthier, more comprehensive, and sustainable direction.

4. THE PRACTICALITY OF CURRENT DANCE COMPOSITION COURSES IS FACING SOME ISSUES IN TEACHING

4.1 Disconnection between Teaching Content and Practical Needs

In the current teaching of dance composition courses, there is a problem of disconnect between the teaching content and the actual needs. Firstly, the teaching content is too theoretical, lacking practical elements that are integrated with actual dance creation. Students find it difficult to apply the theoretical knowledge they have learned into practical creative abilities. Secondly, the updating of teaching content lags behind the development of dance art, lacking timely introduction and guidance on contemporary dance styles and forms. This results in a clear disconnect between the content learned by students and the actual demands of dance composition, thus affecting their creative abilities and practical skills. Therefore, a thorough analysis and adjustment of the teaching content is needed to better meet the requirements of actual dance composition.

4.2 Monotonous Teaching Methods and Lack of Innovation

Another existing problem is the lack of diversity and innovation in teaching methods. Currently, the teaching methods for dance composition courses mainly consist of traditional classroom lectures and simple collective choreography training, which lack creativity and variety. This teaching method fails to stimulate students' creativity and imagination, and cannot meet the individualized learning needs of different students. At the same time, traditional teaching methods are difficult to keep up with the development trends and practical needs of contemporary dance creation, resulting in students lacking a deep understanding and grasp of innovative dance language and performance forms in their course studies.

4.3 Insufficient Practical Skills of Students

There is a problem of insufficient practical ability among students in current dance composition courses. Due to the limitations of course design and teaching methods, students lack sufficient opportunities and platforms for practice, which hinders them from fully showcasing their creative abilities and artistic imagination. Especially in collective choreography training, students often passively receive instructions and replicate movements, lacking opportunities for independent thinking and creation. As a result, their choreographic abilities are not effectively exercised and improved.

5. ENHANCING THE PRACTICALITY OF DANCE CHOREOGRAPHY CURRICULUM TEACHING STRATEGIES

5.1 Optimizing the course structure to strengthen its relevance to practical needs

In the process of deepening practical teaching in dance composition courses, optimizing course layout is regarded as a key element. Firstly, starting from the construction of course content and combining with practical needs, the relevance and practicality should be strengthened. Secondly, targeted management of course structure and teaching content should be refined according to the characteristics of different grades and student groups, ensuring that students can better digest and apply the knowledge learned in the learning process. Finally, through the optimization of course layout, students' enthusiasm and initiative in learning can be enhanced, their interest in learning can be inspired, and their innovative spirit and practical skills can be cultivated.

To achieve this goal, interdisciplinary course content can be considered, incorporating relevant knowledge such as music, dance theory, and stage performance to enhance the practicality and interest of the course. At the same time, in combination with social practical needs, some practical cases and projects can be introduced, allowing students to better understand the practical application scenarios of dance composition in the learning process, and cultivate their practical operation ability and innovative thinking. In addition, through extracurricular activities and internships, the connection between the course and practical needs can be strengthened, and students' practical application ability and creative level

can be improved. By optimizing the course layout and strengthening the connection with practical needs, the quality of practical teaching in dance composition courses can be effectively improved, and students' practical operation ability and innovative awareness can be cultivated, promoting the implementation of quality education in dance teaching. In addition, the construction of the teaching team is also crucial. Selecting teachers with rich practical experience and teaching ability can provide more professional guidance for students and further improve the quality of teaching. At the same time, strengthening the training of the teaching team and keeping their teaching concepts and skills updated can meet the constantly changing social needs.

In terms of evaluation system, attention should be paid to the comprehensive development of students, not only focusing on their dance skills and composition ability, but also evaluating their performance in team cooperation, innovative thinking, practical ability, and other aspects. Through diversified evaluation methods, students can be motivated to develop comprehensively and cultivate dance talents with comprehensive qualities. Measures such as optimizing the course setting of dance composition, strengthening the construction of the teaching team, and reforming the evaluation system will help to improve the practical teaching of dance composition courses, cultivate students' practical ability and innovative spirit, and provide excellent talents for the prosperous development of China's dance industry.

5.2 Innovative teaching methods aim to enhance the quality of education

In the context of modern education, enhancing the practicality of dance composition courses has become an important topic in the field of dance education. In order to achieve this goal, we need to reform and innovate from multiple aspects. Among them, innovative teaching methods are crucial. The following strategies have positive implications for improving the practicality of dance composition courses.

Firstly, we need to integrate the concept of quality education with dance composition courses, and explore new teaching methods and approaches that are suitable for dance composition courses. This means that we need to focus on students' individual development, respect their interests and strengths, and guide them to establish correct learning concepts. At the same time, teachers should have flexible teaching strategies, teach according to students' aptitude, and enable students to learn and grow in a pleasant atmosphere. Secondly, the introduction of modern teaching methods is crucial for improving the teaching effectiveness of dance composition courses. Multimedia teaching, interactive teaching, and other means can stimulate students' interest in learning, help them better understand and master dance composition-related knowledge. In addition, online resources and online teaching platforms can provide students with abundant learning resources and convenient learning approaches, thereby improving the quality of teaching. Thirdly, case analysis and example explanations are important ways to stimulate students' interest in learning and cultivate their innovative abilities. Through this approach, students can combine the knowledge they have learned in the classroom with practical applications, deepening their understanding of dance composition. At the same time, teachers should also encourage students to actively participate in practice, constantly summarize experiences and lessons from practical operations, and improve their own composition abilities. In addition, project-driven teaching and problem-oriented learning methods help cultivate students' practical operational abilities and innovation awareness. Teachers can guide students to learn and explore around practical problems and project cases, enabling students to continuously improve themselves in the process of problem-solving. Finally, interesting teaching methods such as teaching games and role-playing are also effective means to improve the teaching effectiveness of dance composition courses. These methods can stimulate students' interest in learning, enhance their participation and learning effectiveness.

Through innovative teaching methods and improved teaching quality, we can effectively enhance the practicality of dance composition courses. This will help stimulate students' interest in learning, cultivate their innovative abilities, and promote their comprehensive development. To achieve this goal, we need to continuously explore and practice, and strive to contribute to the cause of dance education.

5.3 Strengthening practical teaching to improve students' practical abilities

In the process of deepening the practical teaching of dance composition courses, the reinforcement of practical teaching plays a crucial role. It is necessary to carefully design practical activities based on the course content to ensure that students have sufficient opportunities for practice. Through the careful guidance of mentors and actual project operations, students' practical skills and creative abilities can be enhanced, with a focus on the presentation and evaluation of practical outcomes, awakening students' creative passion, and promoting the cultivation of their practical abilities.

To achieve this goal, the following measures can be taken: setting up independent practical courses and projects, allowing students to enhance their practical abilities and innovation consciousness through actual creation and performance. At the same time, with the help of mentorship and practical guidance groups, students can receive more personalized and accurate guidance, promoting their comprehensive development and capacity improvement. In addition, stimulating students' creative potential and improving their practical abilities and creative levels can be achieved through forms such as work exhibitions and competitions.

Strengthening practical teaching not only helps improve students' practical abilities but also cultivates their practical operational skills and innovative spirit, thus promoting the comprehensive implementation of quality education in dance teaching. Based on this, we should also focus on the following aspects: improving the practical teaching system by constructing a practical teaching system that covers areas such as dance composition, dance performance, and dance theory, ensuring that students have a comprehensive grasp of various skills in dance composition. Innovating practical teaching methods by combining modern educational technology and exploring diversified practical teaching methods, such as virtual reality and multimedia teaching, to enrich the connotation of practical teaching. Strengthening the construction of the practical teaching faculty by enhancing the practical teaching abilities of teachers and cultivating a faculty team with rich

dance composition experience and educational teaching levels. Expanding practical teaching resources by actively seeking cooperation with various sectors of society, establishing practical teaching platforms, and providing more practical opportunities for students. Establishing a sound practical teaching evaluation mechanism by scientifically evaluating students' practical abilities and stimulating their enthusiasm for participating in practical teaching. Through the above measures, it is expected to comprehensively enhance the practical teaching of dance composition courses and cultivate more high-quality talents with innovative spirit and practical abilities for the dance industry in our country.

6. CASE STUDY ANALYSIS

Case Study 1: Exploration of Strategies to Improve the Practical Teaching of Dance Composition Courses

In this case study, we conducted an in-depth investigation into the strategies to improve the practical teaching of dance composition courses at a renowned dance academy. Firstly, we conducted comprehensive research and analysis on the academy's teaching resources allocation, teaching environment, and faculty strength. Subsequently, we focused on cultivating students' innovative thinking abilities, arranging practical components, and examining the actual application of teaching content. Through detailed observation and analysis of these aspects, we identified the existing problems in the practical teaching of dance composition courses and proposed a series of improvement strategies. Regarding the cultivation of students' innovative thinking abilities, we suggested incorporating creative expansion into the course design, guiding students to engage in practical exploration, and stimulating their innovative potential. Furthermore, in terms of practical components, we recommended incorporating field trips and practical exercises to deepen students' understanding of the practical application of dance composition. Lastly, in the actual application of teaching content, we emphasized the integration of theoretical knowledge and practical operations. This can be achieved through case analysis, practical exercises, and other methods to enhance students' practical application abilities. By conducting an in-depth analysis of this case study and proposing these strategies, we validated their practical effectiveness and achieved significant improvements in teaching. This also provides valuable insights and references for enhancing the practical teaching of dance composition courses, and establishes an important practical foundation for promoting the application of quality education in dance instruction.



Figure 1: Dance Classroom

Case Study 2: Exploration of practical teaching in music composition course

In another case, we chose a famous music college's music composition course to explore practical teaching. Similarly, we conducted a comprehensive investigation of the college's teaching resources, environment, and faculty, and further focused on cultivating students' innovative thinking, practical arrangements, and actual application of teaching content. Through in-depth observation and analysis of these aspects, we found deficiencies in practical teaching in the music composition course and proposed a series of improvement measures. To cultivate students' innovative thinking, we integrated rich creative expansion content into the course design, guided students to practice exploration, and stimulated their innovative potential. In addition, we suggested increasing field trips and practical operations in the practical section to enable students to better understand the practical application of music composition. In terms of the actual application of teaching content, we emphasized the close integration of theoretical knowledge and practical operations, and improved students' practical application ability through case analysis, actual exercises, and other methods. Through in-depth exploration and reform of practical teaching in the music composition course, we have achieved significant teaching results. These achievements not only verify the effectiveness of the proposed strategies but also provide useful references for improving practical teaching in music composition courses. This practical experience has laid a solid foundation for

promoting the deep development of quality education in the field of music teaching.

The exploration of practical teaching in the music composition course in Figure 2 focuses on the combination of theory and practice, interdisciplinary integration, the combination of music technology and traditional culture, personalized teaching, and teamwork and communication. The exploration and practice of these teaching methods help to improve students' music composition abilities and cultivate talents with innovative thinking and music expression abilities.



Figure 1: Music Classroom

Case Study 3: Research on Practical Teaching Strategies in Art Curriculum

We conducted a study on practical teaching strategies in an art curriculum at a renowned art institute. Similarly, we conducted a comprehensive investigation into the institute's teaching resources, environment, and faculty strength, focusing further on fostering students' innovative thinking, practical components, and the actual application of teaching content. Through in-depth observation and analysis of these aspects, we identified issues in the practicality of teaching in the art curriculum and provided a series of improvement suggestions.

In the art curriculum, we advocate for the integration of innovative thinking cultivation, aiming to stimulate students' creative potential through rich course designs. In terms of practical components, we recommend incorporating field sketching and creative practices to enable students to better grasp the practical application of art creation. Regarding the actual application of teaching content, we emphasize the close integration of theoretical knowledge and practical operations. This can be achieved through case analysis, practical exercises, and other methods to enhance students' practical application abilities. Through the research and practice of practical teaching strategies in the art curriculum, we have achieved significant teaching outcomes. These outcomes not only validate the effectiveness of the proposed strategies but also provide valuable references for enhancing the practicality of art curriculum teaching. This practical experience holds significant importance in promoting the development of quality education in the field of art teaching.

Through the research on the enhancement strategies of practical teaching in courses such as dance, music, and art, we have discovered that cultivating innovative thinking, arranging practical components, and applying teaching content are crucial aspects. During the practical process, it is important to emphasize the close integration of theoretical knowledge and practical operations, guiding students to engage in innovative exploration and improve their practical application abilities. These research findings lay the foundation for the application of quality education in various subject teaching and are of great significance in improving educational quality. In future work, we will continue to conduct in-depth research on practical teaching strategies, contributing to the development of the education industry.

In Figure 3, the art classroom depicts the teacher guiding students to complete specific drawing objects, enhancing their ability to engage in innovative exploration.



Figure 3. Art Classroom

7.CONCLUSION

We have conducted in-depth research on the improvement strategies of practical teaching in dance composition courses under the concept of quality education. Firstly, we comprehensively reviewed the concept of quality education and explored its application in dance composition courses. Then, we identified the problems in the current practical teaching of dance composition courses and proposed a series of strategies to enhance teaching practicality. These strategies cover various aspects such as cultivating students' innovative thinking ability, strengthening practical arrangements, and optimizing teaching resource allocation. Through case analysis, we have verified the effectiveness of these strategies and provided improvement strategies for practical teaching in dance education. Overall, this article presents a series of practical teaching strategies with practical significance through in-depth research on quality education and dance composition courses, providing important theoretical support for the application of quality education in dance teaching. At the same time, we have also reflected on the shortcomings of the current research and provided prospects for future research directions.

In future research, we can further explore the improvement strategies of practical teaching in dance composition courses. Firstly, we can combine teaching practice to further validate the applicability of the strategies proposed in this article in different scenarios, making these strategies more universal and practical. Secondly, we can strengthen the research on specific implementation plans for cultivating students' innovative thinking ability, exploring more effective teaching methods and approaches. At the same time, we can also study how to better guide students and stimulate their creativity and expression from the perspective of teachers. In addition, we can explore the application of modern technology such as virtual reality and augmented reality in practical teaching of dance composition courses to enhance teaching effectiveness. Furthermore, we can expand the research scope and explore the interdisciplinary integration of dance composition courses with other disciplines, opening up new ideas for the development of dance education. Future research directions will continue to focus on enhancing the practical teaching of dance composition courses, contributing more theoretical and practical achievements to the development of dance education through continuous exploration and innovation.

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