



Research on Improving Skills of Dance Classroom Teaching Organizing in Universities: A Case Study of Mongolian Dance Teaching

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Abstract

Classroom organizing skills are the fulcrum of a course and the basic guarantee for completing classroom teaching tasks. Effective classroom depends on teachers’ control. All factors that affect teaching should be organized and integrated by teachers. Teachers should formulate reasonable teaching plans through analysis, and their organizational skills will determine the classroom teaching effect. In this paper, the present situation of classroom teaching is investigated and studied to improve the classroom organizing ability of dance teachers. According to the survey results, it is found that Mongolian dance teachers have some problems, such as insufficient theoretical knowledge of classroom organization, too simple classroom organizational form, and lack of attention to classroom organization. To solve these problems, the Suggestions are as follows:create good classroom atmosphere, organize and maintain students’ attention, and arouse students’ interest and motivation in learning.

Key words: Classroom organizing skills; Teaching tasks; Mongolian dance teacher; Improvement of skills

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As a comprehensive teaching ability, teaching organizing ability for Dance Classroom should be flexibly mastered and accurately used by every dance teacher in colleges and universities. Teachers, who understand and master the classroom teaching organizing skills, can control the classroom and the students. They are able to combine the teaching content with students themselves, form a good learning atmosphere with the students, and make the teaching arrangement purposefully. On the contrary, if teachers cannot understand and be good at teaching organizing skills, they will lack of carefulness and patience for students, which will lead to students’ distraction and loss of interest in learning, and negative and passive psychology for learning. In such a state, the expected teaching effect cannot be achieved. In this paper, the author will take the Mongolian dance teaching as an example to deeply study the dance teachers’ skills of classroom teaching organizing in universities, so as to improve dance teachers’ ability of classroom teaching organizing.

1. SURVEY ON THE CURRENT SITUATION OF TEACHING ORGANIZING SKILLS IN MONGOLIAN DANCE CLASSROOM

1.1 Investigation on the Teaching Status of Mongolian Dance Teachers

1.1.1 Interview

In order to make the data more real and experimental, the author conducted a one-to-one interview several dance teachers about their classroom teaching organizing skills in universities. The advantage of interview method is that dance teachers in different regions can be interviewed, because it is not limited by time and age.

1.1.2 Observation

The classroom teaching of Mongolian dance teachers was observed. By comparing different classroom organizing

skills of teachers with different teaching styles, students' enthusiasm, classroom situation and classroom order were observed. Summarize and analyze the problems in the process of classroom teaching and organization to find a mode which is more suitable and more acceptable.

1.2 Analysis of Factors Affecting Teaching Organization in Mongolian Dance Classroom

The main factors affecting classroom teaching organization are organizational awareness, teaching objectives, classroom organizational management ability, and teaching organizing form. Most teachers lack ability to organize and manage classroom teaching, or teaching organizing form is too simple. As a Mongolian dance teacher, a lively and interesting class is essential condition for efficient completion of teaching tasks. Every part in the classroom should be linking with each other to achieve maximum value. Teachers, who are not only impart knowledge to students, but also cultivate students' ability, play a dominant role in the classroom. Therefore, teachers should have adequate professional quality. Moreover, many teachers lack systematic learning of professional theoretical knowledge and teaching organizing skills, which lead to a lack of theoretical foundation.

In addition, the other factors that affect classroom teaching organization also include classroom teaching environment, teacher-student relationship, teaching content, teaching technology and teaching philosophy. Different factors will have different influences on classroom teaching. These factors are inseparable and interlinked. The most important interpersonal relationship is the teacher-student relationship in school, which is the Foundation of hard working for students. Teachers play different roles in educational activities, such as guides, helpers and cooperators.

2. CASE ANALYSIS OF MONGOLIAN DANCE CLASSROOM ORGANIZING SKILLS

[Case Design]: Shoulder movements are an important part of Mongolian dance. There are many kinds of shoulder movements and training time is long. According to the students' actual situation and class schedule, the author selected the most representative soft shoulder, hard shoulder and laughing shoulder for comprehensive training.

2.1 Traditional Teaching

Dance teachers explain and demonstrate. The key point of practicing soft shoulder is constantly alternating shoulders back and forth, being flexible and loose is important. Hard shoulder practice should pay attention to the relax, natural shoulder, and forceful and crisp movements. The movement of laughing shoulder should not be too

large but should be vivid, and speed should be even and flexible. Teachers explain and demonstrate movements and then let students practice by themselves. Teachers correct the movements and gives individual guidance one by one.

2.2 Cooperative Teaching

Before class, teachers divide students into three different study groups, and each group has 5-6 students, who will elect group leaders by themselves. But the group leader and the group members should cooperate with each other. Group One collects pictures and videos about soft shoulders to understand how Mongolian people express their feeling by soft shoulder. And then summarize the characteristics of the soft shoulder from the collected pictures and videos and learn the main points of the soft shoulders. Group Two collects the cultural characteristics and movement characteristics of the hard shoulder, and notes should be pay attention to while performing. Group Three is responsible for collecting characteristics and emotions of the laughing shoulder movements as well as problems needing attention while learning. Teachers start the whole lesson by asking questions first. After that, each group recommends its members to explain and present the result. Teachers help students to improve and supplement teaching content and make summary. Finally, teacher sort out and summarize the whole teaching content, so that students can combine theory with practice to learn, so as to deepen students' understanding and memory of knowledge points.

It is found that the traditional teaching methods will have the following problems through the comparison of two different teaching methods. 1. a). Improper class arrangement. b). Lack of student participation. Traditional teaching takes teacher as the main part. Students passively accept the knowledge learning, which is inconsistent with the current teaching concept. c). Poor teaching effect. Student participation in class is not enough to arouse their enthusiasm, which results in poor teaching effect. The advantages of cooperative teaching are more obvious. a). Develop the ability to solve problems independently. Each group solved the problems raised by the teacher independently and made an independent analysis of the Mongolian dance movements. Every student can participate in the acquisition of knowledge, and thus enthusiasm of students can be stimulated. b). The group members can learn from each other to enhance knowledge communication, so that their comprehensive ability of expression and performance will be exercised and improved. c). Through data collection and collation, students have a deeper understanding of Mongolian region and cultural characteristics. Therefore, it is concluded that cooperative teaching is more conducive to the development and implementation of Mongolian dance classroom teaching organizing method in universities.

3. STRATEGY ANALYSIS OF IMPROVING MONGOLIAN DANCE CLASSROOM TEACHING ORGANIZING SKILLS

3.1 Create a Good Classroom Atmosphere

Famous educator Herbart once said, "The completion of teaching needs to grasp strong and gentle rein of management." Therefore, teachers should be good at discovering problems in classroom, make reasonable use of education mechanism, timely adjust classroom organization, and flexibly use organizational skills to achieve a good classroom atmosphere.

3.2 Organize and Maintain Students' Concentration

In every class, students' attention will not always be focused, so teachers need to work hard on the arrangement of teaching content. The more focused the students are, the easier they will be to understand and master the knowledge, and the more relaxed they will be in classroom learning. It is not easy to organize and maintain students' concentration, which requires teachers to control all kinds of factors affecting classroom teaching and ensure that enough time to think and solve problems for students will be given.

3.3 Arouse Learning Interest and Motivation

"If a student doesn't have desire to learn", Sukhomlinsky says, "then all the plans we make for the student, all the explorations we make, all the theories we have, are useless." Interest is the motivation and source of students' active participation in classroom teaching. When students have interest in classroom teaching, they will improve their learning efficiency independently. Teaching is a bilateral activity in which students and teachers interact to make the teaching process full of fun and motivation.

EPILOGUE

Classroom teaching organizing skills can actively trigger students' learning motivation and behavior habits, cultivate self-confidence and enterprise, help them establish learning and behavior habits, create classroom atmosphere, and facilitate emotional communication. In the new curriculum reform, teachers are required to establish a new curriculum concept, improve their teaching skills, and combine the new curriculum idea with teaching. The most important way to deepen educational reform is to rely on the teacher's classroom teaching organizing skills. In the Mongolian dance teaching, it is easy to find that soft shoulder, laughing shoulder and rotation are no longer simple dance movements, but strong support from theoretical culture behind that, which infused fresh vitality in it. Exploring the national spirit behind each dance movement is also an effective means to improve teachers' classroom teaching organizing skills as well as teaching quality of dance classroom, and achieve efficient teaching.

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