

# The Role of Dance in Education

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**Abstract:** As an important content and form of quality education, dance education is important for improving and cultivating students' physical and mental qualities, especially psychological qualities, which mainly include intelligence, creativity, non-intellectual factors, mental health, and aesthetic mental ability status and role, meaning and value. If the core of the knowledge-based economy is knowledge innovation, then the core of quality education is creative education, and dance aesthetic education happens to coincide with it, unexpectedly, and has the beauty of the same purpose and the same goal.

**Keywords:** Dance education; Quality education; Intelligence; Creativity; Non-intellectual factors (personality); Mental health

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## 1 Questions raised

In 1957, the Former Soviet Union first launched the world's first artificial earth satellite. The news reached the United States, and the whole country was shocked: Why did the Soviet Union take the lead here? What was the problem?

After careful investigation and research, Americans have finally concluded that the backwardness of American art education has led to the backwardness of space technology. As a result, the Graduate School of the Harvard University School of Education proposed the famous Zero Plan in 1967, which mainly studies the relationship between art and technology. The research results have far-reaching effects on the United States. In 1988, the United States published "Going to Civilization" "Research on the Status of National

Art Education". The American Art Education was passed in 1994, establishing the important position of art education in basic education, and including dance education as the focus of art education. At present, dance education in the United States has become very popular. Its dance courses have become an important part of school education and an important content of school aesthetic education. The United States has jumped from a country without its own dance culture to the center of dance in the world today. Duncan and her modern dance were born(Figure 1).



Figure 1. Duncan and her modern dance

In China, for a long time, the education community has always neglected and lacked art education and aesthetic education, and many schools often even consider art education and aesthetic education as optional. Although the situation has changed in recent years, the important status and role of aesthetic education in dance and the special status and role of dance in aesthetic education are still poorly understood. In some schools, as in the past, aesthetic education is still regarded only as music and fine arts, and they are blind to the fact that dance aesthetic education can greatly and greatly improve students' physical and mental quality and overall ability.

I put the keywords "dance" and "dance education" into CNKI Search. Big data results are as follows as picture. A total of 23,632 research journals and papers

on dance education. It can be clearly seen that the rapid increase in dance education research started in 2004(Figure 2).

Overall trend analysis

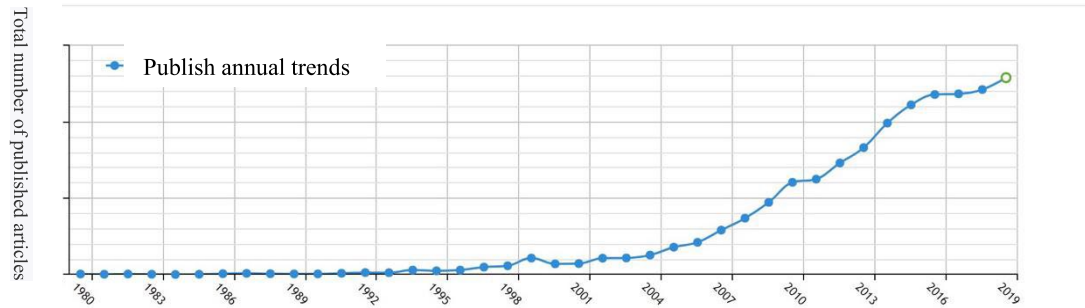


Figure 2. Total of 23,632 research journals and papers on dance education

Among these papers, there are 1705 articles focusing on dance education itself and 866 articles focusing on

quality education, accounting for 3.4% of the total, as of December 1, 2019(Figure 3).

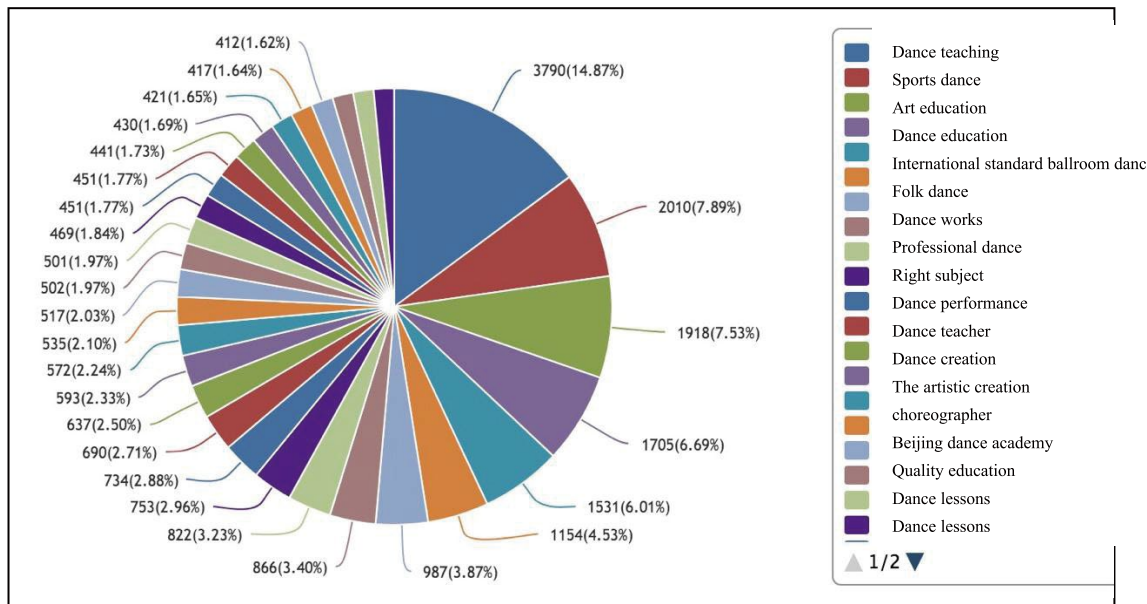


Figure 3. Analysis of different keywords

This article uses four research methods, data collection, literature search, data analysis, and interdisciplinary research. This article mainly studies and discusses the special status and role of dance aesthetic education in school aesthetic education and quality education. In our opinion, this is an important content, form, means and approach of quality education. It naturally involves the relationship between dance and human life activities, the relationship between dance and intelligence and creativity, the relationship between dance and non-intellectual factors and moral education, the relationship between dance and students' mental health, and making the Chinese nation capable of

singing and dancing. A series of important issues such as a nation full of personality and creativity.

## 2 The relationship between dance and human life activities

The world-renowned psychologist Piaget said in the book Principles of Occurrence Epistemology: Human knowledge does not originate from a self-conscious subject or from an already formed object, but from the subject and object The interaction between them is the only connection point in the first place is the activity. That is, knowledge (intelligence) originates from activities, and research knowledge and intelligence

must begin with activities.

Dance is a kind of kinesthetic art. It is different from fine art (visual art) and music (auditory art). Visual (fine art) receptors are eyes, auditory (music) receptors are ears, and kinesthetic receptors are in muscles. Muscle spindles, tendon spindles in tendons, and articular bodies in joints (the receptors of the sense of balance are three semicircular canals adjacent to the cochlea that sense the movement of the human body in three different directions, respectively). Of course, in addition to training students' proprioception (kinesthetic, balance), dance education can also train people's subjective feeling and self-sensation, which is the connotation of dance feeling.

### 3 The relationship between dance aesthetic education and intelligence and creativity

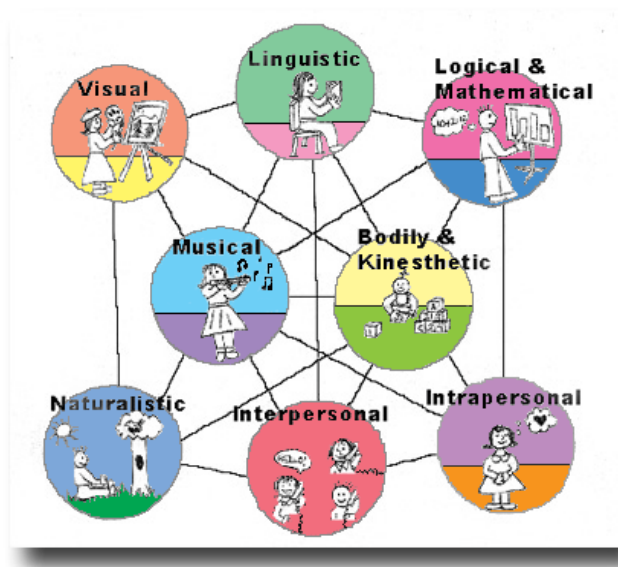


Figure 4. The two-factor theory

As early as 1904, British psychologist Spearman proposed the theory of intelligence test and intelligence structure (that is, the two-factor theory). The general ability of a person is the basis of intelligence and the subject of mental activity. In 1905, American psychologists Binet and Simon pioneered the test method for the age of intelligence, and based on this, proposed the concept of IQ that is popular all over the world. However, research in art psychology has found that figurative thinking, action thinking, imagination, and intuition have been highly developed and have important status and significance in at least artists and in this special industry(Figure 4).

In recent years, through research on the split brain, it was found that the left brain is mainly responsible for

logical thinking activities such as speech, reading, writing, mathematical operations, and logical reasoning; the right brain is mainly responsible for image, imagination, spatial relationship, emotion, appreciation (including Music, art, dance, etc.), and other image thinking, imagination, and emotional activities(Figure 5).

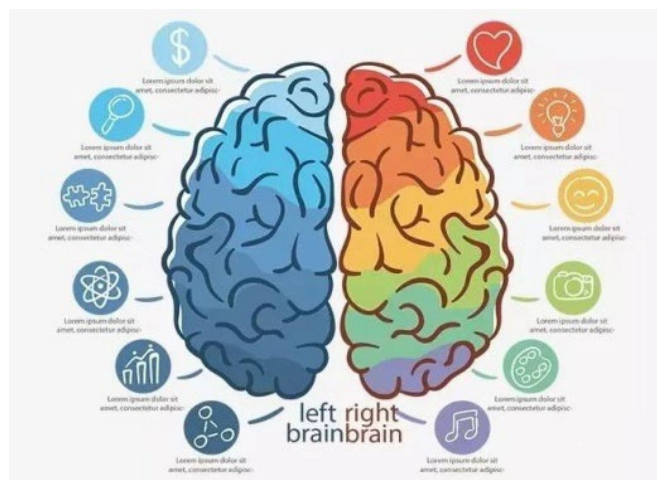


Figure 5. Left and right brain analysis

About creativity. In 1980, the 22nd International Psychology Conference was held in the United States. On the basis of summing up the previous research results on intelligence and creativity in psychology, psychologist Davis proposed: "Creative people, strong independence, strong self-confidence, dare to take risks, have curiosity, have ideal ambitions, don't listen to others' opinions, and feel a charm for complicated and strange things, and creative people generally have artistic aesthetics and humor "These are non-intelligent factors.

### 4 The moral function of dance

According to Maslow's theory of the hierarchy of needs for personal development, the hierarchy of human needs is stepped and corresponds to his personality level. Maslow's later theory has further divided the hierarchy of human needs into seven levels, which Physical needs, security needs, love and belonging needs, respect needs, self-actualization needs, knowledge and understanding needs, aesthetic needs. Here, Maslow has regarded human aesthetic needs as the highest value and highest pursuit of personality. As Maslow puts it, "People need beauty just as their diet needs calcium. Beauty helps people become healthier." In my opinion, this insight and discovery of Maslow is not only a great contribution to personality theory, but also has important reference value for our personality education,

moral education, quality education, art education and aesthetic education.

Beijing Dance Academy, Professor Lv Yisheng, emphasized "dance education is an aesthetic education" in his book *Dance Education*. He said: "In China, the first to advocate that aesthetic education, moral education, intellectual education, and physical education be listed in the education policy at the same time is Cai Yuanpei, a modern educator. In 1912, his" Opinions on Education Policy "proposed national education, Practical education, moral education, world outlook and aesthetic education; in his later works, aesthetic education and moral education, intellectual education, and physical education are clearly listed as the "four educations".

So, what is the significance of dance as an important content of aesthetic education for talent cultivation? "Dance Education" points out 9 aspects: "

1) It can make students feel and develop positive, healthy, optimistic thoughts and feelings, which is helpful for the cultivation of communist ideals.

2) Our long-standing dance tradition and colorful folk dance can cultivate students' patriotism.

3) Collective dance can cultivate the spirit of collectivism, unity, friendship, strengthen the concept of discipline. Dance can cultivate brave, aggressive spirit.

4) Lyrical dance can cultivate temperament, cultivate beautiful sentiment, and enhance the sense of beauty in the enjoyment of beauty.

5) It can make the body organs flexible and sharp, thereby improving students' thinking ability and Develop intelligence.

6) Can develop beautiful manners and correct posture habits, increase the ability to discern beauty and ugliness.

7) Can cultivate students' sense of music and rhythm, feel the orderliness of things, and enhance their ability to learn and work.

8) It can be used for fitness and contribute to the balanced development of students' bodies. " From the above nine aspects, dance, as a means of aesthetic education, can affect students' ideology, personality, intelligence development, and bodybuilding. It has a "comprehensive" that is difficult to replace by other means.

## 5 Conclusion

For a long time, we always regard the purpose and task of dance education as cultivating dance professionals, and the value and significance of dance education and

the ways and means to achieve it can only be completed by dance professionals and their works Thing. That is to say, we always understand the value of dance education one-sidedly and singly as its value and social value. Dance education can also improve the quality of dancers and popularize dance education. It can also improve the general public. And the Chinese nation's spiritual and cultural qualities are not well understood.

In the new century, Peking University is advancing the quality education of teachers and students through art education. The art courses offered by Peking University's Art Teaching and Research Institute for teachers and students in the school have covered the history of Chinese and Western aesthetics, art appreciation, and Chinese calligraphy. Art, Chinese and Western music and dance. In addition, Peking University students have also created various forms of college art troupes, including college choirs, wind bands, folk ensembles, string ensembles and dance troupes. This is the specific form and content of quality education through art education (See "Beijing Daily", "100 Years of Peking University Towards a New Century," "Quality Education: Holding the Sun of Tomorrow", Beijing Daily, May 4, 1998).

From this point of view, dance aesthetic education and campus dance have an important role in cultivating creative talents. Even in the cultivation of scientific and technical talents, we must also pay attention to aesthetic education, and we must also pay attention to cultivating their artistic views and aesthetic appreciation. Visual thinking, imagination and intuitive judgment. Famous Chinese and foreign scientists, both ancient and modern, generally have certain artistic talents and hobbies.

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