

Research on Dance Education in Universities Based on Online and Offline Blended Teaching

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Abstract: With the rapid development of educational informatization, the transformation of teaching methods has become an inevitable requirement for the long-term development of education, which also puts forward higher requirements for the work of art education in universities. With the development of network technology, online and offline hybrid teaching modes came into being. This mode uses the Internet, cloud computing and other technologies to provide students with a diversified and adaptable expansion teaching mode. As a branch of art teaching in universities, college dance should focus on innovative teaching methods, construct a blended online and offline teaching model, broaden educational channels, and enrich educational resources. Based on this, the article analyzes and studies the blended teaching of online and offline dance education in universities, explores the advantages and challenges of blended dance teaching, analyzes the necessity of blended teaching in online and offline dance teaching in universities and proposes specific educational strategies for reference.

Keywords: Online and offline; Blended learning; Dance education in universities

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1. Introduction

The complementarity between new media technology and the traditional education industry is an important way to promote education reform. Modern society has promoted education reform, and the rapid development of information technology has also increased the intensity of online and offline teaching. The blended online and offline teaching approach can bring new opportunities for the development of dance education, allowing students to understand the essence of dance deeply, learn more dance knowledge and master rich dancing skills. Therefore, educators should use online platforms to carry out teaching, share teaching resources and enable students to participate in learning activities independently.

2. The advantages and challenges of blended online and offline dance teaching

2.1. The advantages of blended online and offline dance teaching

The integration of information technology and education has invaded the traditional mode of education and established an online teaching model. In the current era, the online teaching mode has improved the

effectiveness of education, helped students use computers for visual learning and enhanced their learning initiative. Make full use of Internet technology and equipment to enable students to learn more knowledge offline without affecting the traditional education mode, which will help improve students' interest in course learning and enrich the content of classroom teaching ^[1]. For students, using network devices such as computers and data collection is not limited to specific environments and times, which helps them develop the ability to think independently. Internet technology is the key to the application of online teaching. Online teaching mode helps to make up for the shortcomings of traditional teaching and realize the innovation of education mode. Now, society is in the Internet information age, which requires educators to seize the opportunity of the development of the times, deepen the reform of education and teaching, and conform to the trend of the development of the times ^[2].

2.2. The challenges of blended online and offline dance teaching

In the current era, blended online and offline teaching has not achieved overall coverage, mainly due to the following reasons:

- (1) The profound impact of traditional offline teaching models. Although Internet technology has developed rapidly and has been applied to the field of education, offline teaching is still the education mode used by dance teaching, which is more targeted and interactive. In online dance teaching, teachers' teaching is relatively limited, making it difficult to guide students based on their dance completion and the teaching flexibility is not strong. Dance teaching differs from other theoretical courses in that it cannot fully learn one-sided knowledge according to textbooks, which reflects online education's drawbacks. Most students lack a strong sense of self-control, making it difficult to achieve high efficiency in online learning ^[3].
- (2) The issue of teaching resources and teaching conditions. In order to improve the convenience of teaching, teachers still use traditional educational models in online teaching, directly uploading classroom or online videos to the internet, which also leads to a single educational content. In addition, online teaching is prone to problems such as network signals, and many external interference factors make it difficult to carry out teaching work smoothly ^[4].

3. The necessity of blended online and offline teaching in dance teaching in universities

As a new teaching method, blended online and offline teaching can adapt to the new trend of educational reform, help achieve a comprehensive reform of educational work and enable students to play a leading role in the learning process, participate in learning activities independently and develop good learning abilities. With the rapid development of information technology, educational concepts tend to be diversified, which is also reflected in the informatization of teaching tools. Internet teaching provides a material guarantee for educational reform. Adopting blended learning in universities has multiple advantages, such as teachers enriching their teaching content, improving teaching effectiveness, narrowing the distance between teachers and students, broadening students' learning horizons, and deepening their understanding of knowledge and culture. For example, the emergence of educational platforms such as MOOCs and "Xuexitong" has injected new blood into China's education industry, helping to make up for the limitations of traditional teaching and improve educational effectiveness.

The sports dance major in universities adopts a blended online and offline teaching approach, meeting information technology education reform needs. At the same time, the education department has put forward requirements for the orderly transformation of online and offline teaching, encouraging universities to build

high-quality curriculum education resources, accelerate the construction of high-quality national smart education curriculum resources, accelerate the construction of public service platforms, develop and promote course resources online, create an integrated online classroom and closely combine traditional education models with information technology teaching. The education department, in conjunction with other departments, has issued regulations on the management of online course teaching, strengthened schools' main responsibility, clarified students' learning needs, standardized classroom teaching discipline, strengthened platform supervision mechanisms, and thus improved the quality of online teaching ^[5].

4. A strategy for college dance education based on online and offline blended teaching

As a product of the modernization of education, blended online and offline teaching has received widespread attention from schools and teachers. The dance major is an important component of art education in universities, emphasizing the formation of innovative spirit among talents. In the context of educational informatization, ways to introduce blended online and offline teaching in practical teaching have become a focus that current university educators should pay attention to. The dance education strategy based on blended online and offline teaching is as follows.

4.1. Change the format of professional courses and enhance the alignment of subject requirements

Dance majors are highly practical and applicable in the teaching of art majors in universities. Their theory originates from practice and guides practice. The curriculum of art dance majors should emphasize the solidity of basic and professional knowledge and ensure the effective integration of theory and practice to improve students' practical skills.

Firstly, integrate the content of course teaching and strengthen the establishment of professional courses. Online teaching does not have a fixed time and location, making it difficult for teachers to understand students' learning situations. This is also not conducive to the development of teaching work, making it difficult for teachers to understand the mastery of students, which also leads to teaching effectiveness far inferior to offline classrooms. However, in the context of the rapid development of information technology, online live courses are becoming increasingly mature. Universities should combine high-quality resources in the local area, strengthen the construction of online courses, build comprehensive, multi-angle and multi-section video teaching courses, set up multiple camera positions, ensure that students can switch angles at any time during offline learning, grasp the details of movements, and ensure the visual effect of dance combinations.

Secondly, educators should use self-media and advanced external technological methods to showcase the key points of dance movements and enable students to achieve online interaction, better integrating dance teaching and media technology and forming a mutually dependent relationship ^[6].

Finally, let students adapt to the online and offline learning mode, be able to adapt to this learning mode, learn knowledge online, apply practical skills offline, mobilize students' self-learning ability, improve the current passive learning situation of students, fully leverage their personalized advantages and highlight the characteristics of dance teaching ^[7].

4.2. Improving the quality and ability of teachers and creating an atmosphere of information-based teaching

Firstly, teachers should strengthen their learning, form a sense of exploration that keeps pace with the times,

establish a lifelong learning concept, form a lifelong growth concept and continuously explore and innovate educational ideas. At the same time, teachers should master new modern educational methods to adapt to the development needs of the new era ^[8].

- (1) Teachers should strengthen their communication skills and pay attention to the effectiveness of teaching;
- (2) Teachers should pay attention to cultivating a sense of teamwork, fully drawing on their teaching experience in the education process, leveraging the thinking advantages of young teachers, achieving openness and innovation, building a new education mechanism, and meeting the needs of the information age for educational work;
- (3) Whether it is teaching ability, teaching level, or smart education, there should be no shortcomings, which requires improving teachers' new media communication and information technology capabilities ^[9].

Secondly, building a campus culture with artistic characteristics. Building a campus culture with unique artistic value helps enhance teachers' comprehensive quality and ability and enhances the school's taste. Schools can introduce elements of traditional culture to help students understand the essence of ethnic art, enhance their national confidence and pride and create a good campus cultural atmosphere by infiltrating traditional culture. At the same time, schools should strengthen the construction of their teaching staff, establish a management mechanism led by renowned teachers and comprehensively build, focus on the construction of various systems, build online and offline educational resources, introduce intangible cultural heritage elements and thereby improve the level of art education, creating a new educational model ^[10].

4.3. Building an online education platform to achieve the sharing of educational resources

In the context of the data-driven era, if university teachers want to enhance students' dance knowledge level and ensure the overall quality and aesthetic values of students, they need to utilize online education platforms effectively ^[11].

Firstly, dance teachers can set up online classrooms for students to use their spare time to complete their studies. Teachers can also use the online space for online teaching, use social and conference platforms, and observe students' learning situations through recorded videos and video connections, providing corresponding guidance and evaluation. In online teaching, teachers can use auxiliary platforms to guide students in learning, develop personalized teaching plans based on their learning situations and characteristics, and improve their learning effectiveness. For example, teachers use the Internet platform to let students learn the style and characteristics of dance in various countries around the world and teach students relevant knowledge to help students broaden their horizons, guide students to learn various dance skills through the Internet, expand the knowledge points learned in dance classes, further remedy problems in learning and form innovative learning ability.

Secondly, when explaining the knowledge related to dance training, teachers ask students to upload recorded action videos, save and download the videos, observe the students' movement norms, analyze their learning situation, and complete corresponding guidance activities. This helps to improve the pertinence of the entire teaching activity and also helps to achieve good teaching results ^[12].

4.4. Improve online teaching feedback and enhance the effectiveness of online teaching

For teaching work, teaching evaluation and feedback work is crucial, as it is a prerequisite for ensuring the smooth implementation of online dance teaching. Therefore, universities should strengthen precise feedback on online teaching.

Firstly, universities should explore the evaluation and feedback mechanism of online dance teaching based on the teaching of dance majors in their schools. For example, in offline classrooms, the effectiveness of online learning for students is tested, dance performance videos uploaded by students are rated, classroom performance and online learning time are prioritized as teaching feedback and exams are organized using both online and offline methods ^[13].

Secondly, university teachers should organize students to establish WeChat learning groups, and teachers should conduct one-on-one evaluations of the videos uploaded by students every day, encouraging mutual evaluation among students. Teachers need to demonstrate the key and difficult movements in dance to students, upload their demonstration videos to WeChat groups and allow students to learn outside of class, engage in sufficient communication and discussion, which can help stimulate students' enthusiasm for dance learning and improve learning effectiveness ^[14].

Finally, university dance teachers should regularly summarize creative dance works in daily teaching and report their performances in theaters. Recording works during the performance process and uploading them to the teaching platform can help students and teachers participate in dance teaching evaluation and feedback work, enabling students to master various dance learning skills, promote the formation of good dance quality and ability, and improve the level of dance professional skills ^[15].

5. Epilogue

In summary, in the teaching process of sports dance in universities, blended learning mode should be reasonably applied, combined with online and offline teaching methods, breaking through traditional teaching forms, achieving innovative breakthroughs, exploring new blended teaching methods, creating a broader learning platform for students, providing rich educational resources, and enhancing students' self-learning ability to improve the effectiveness of classroom teaching.

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