

The Current Situation and Strategies of Industry-Education Integration in Dance Education Majors of Higher Vocational Colleges

Mimi Yao*

Changzhou ART Vocational College of Jiangsu Province, Changzhou 213147, Jiangsu, China

*Corresponding author: Mimi Yao, 18205215906@163.com

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Dance not only plays an important role in the field of artistic performance but also shows multiple values in fitness, entertainment, cultural inheritance and other aspects. Therefore, the dance education profession also pays more attention to cultivating personalized, specialized, and innovative talents to meet the diversified needs of dance talents in different fields. This paper analyzes the significance and current situation of the integration of industry and education in the dance education major of higher vocational colleges, and probes into the strategies to solve the problems of the integration of industry and education from five aspects.

Keywords: Higher vocational colleges; Dance education major; Integration of production and teaching; Current situation; Strategy

Online publication: February 10, 2025

1. Introduction

With the rapid development of the industry today, all walks of life have put forward higher requirements for dance talents' practical ability and innovative abilities. Through the integration of industry and education, students can continuously accumulate experience in the real working environment, improve employment competitiveness, and better meet the needs of enterprises and industries. Therefore, dance education majors in higher vocational colleges must carry out integration activities of industry and education.

2. Significance of integration of industry and education in dance education major of higher vocational colleges

2.1. Improving the quality of talent training

The integration of production and education breaks the dilemma of disconnection between theory and practice in traditional education so that students can have more opportunities to participate in actual dance projects and

practical activities while learning theoretical knowledge. Through cooperation with enterprises, college students can have access to the latest dance concepts, techniques and creative methods in the industry, understand the needs and trends of the dance market, and thus better adjust their learning direction and focus. In addition, the integration of industry and education can also provide students with real work scenarios and career experiences, and cultivate their professional qualities and comprehensive abilities, such as teamwork, communication, and problem-solving^[1]. Thus, it provides strong support for students to adapt to the working environment faster in the future and improve their employment competitiveness.

2.2. Promoting education and teaching reform

Under the mode of integration of production and education, colleges and universities can better understand the specific needs of enterprises for dance talents, to adjust and optimize the curriculum system, teaching content and teaching methods accordingly^[2]. At the same time, teachers can also introduce the actual cases of enterprises into classroom teaching, enrich the teaching resources of dance, make the teaching more vivid, interesting and practical, and effectively improve the practical ability of students. In addition, the participation of enterprises can also provide more practice platforms and internship opportunities for teaching, and promote the development and improvement of practical teaching activities. Finally, the integration of production and education can also promote the reform of the teaching evaluation system, urge teachers to pay attention to the evaluation of students' practical ability and professional quality, and make teaching evaluation more scientific and comprehensive. Through the integration of production and education, the teaching quality and level of dance education major in colleges and universities, the adaptability and innovation of education and teaching can be greatly enhanced^[3].

2.3. Promoting industrial development

On the one hand, the integration of industry and education can provide a steady stream of talent support for dance enterprises, meet the needs of enterprises for high-quality dance talents, and promote the innovation and development of enterprises^[4]. On the other hand, by cooperating with colleges and enterprises to carry out dance creation, performance, training and other activities, it can promote the inheritance and innovation of dance art, enrich the dance culture market, and enhance the overall level and competitiveness of the dance industry. In addition, the integration of industry and education can also promote the integrated development of dance education and other related industries, such as cultural tourism, performing arts and entertainment, expand the development space and field of the dance industry, and inject new vitality and impetus into the sustainable development of the dance industry.

3. Analysis of the current situation of the integration of industry and education in dance education majors in higher vocational colleges

3.1. The integration mechanism is not perfect

First, there is a lack of effective communication and coordination mechanisms. In the process of cooperation between universities and enterprises, their respective goals and interest demands are quite different. If smooth and effective communication channels are not established, information asymmetry between the two sides is easy to occur, resulting in the unsustainable integration of production and education. For example, when making talent training plans, colleges and universities may fail to fully understand the job demands and technological development trends of enterprises, resulting in a disconnect between the cultivated students and the actual

needs of enterprises ^[5]. Second, the benefit distribution mechanism is unclear. The integration of industry and education requires both sides to invest a lot of human, material and financial resources, but there are often no clear regulations on the distribution of benefits, which causes conflicts and disputes, affecting the enthusiasm and stability of cooperation ^[6]. Moreover, there is a lack of scientific evaluation and supervision mechanisms. Comprehensive, objective and accurate evaluation criteria and methods are the guarantee of the effect and quality of the integration of industry and education. However, in the process of cooperation with universities, most enterprises tend to pay attention to the distribution of benefits, lack attention to the supervision and evaluation mechanism, and fail to find the existing problems in time, resulting in the integration effect cannot reach the expected.

3.2. Disconnection between teaching content and practice

There is an obvious disconnection between the teaching content of dance education majors in higher vocational colleges and the industrial practice ^[7]. On the one hand, the curriculum of some colleges and universities fails to fully consider the latest trends of the development of the industry and market demand, resulting in late updating of teaching materials and outdated teaching content, which cannot cover the new technology, new concept and new method of the dance industry. For example, in the course of dance creation and editing, the teaching cases of colleges and universities still stay in the traditional dance form, and there are few new dance elements such as street dance and jazz dance, which are popular at present. On the other hand, practical teaching links are weak. For example, the proportion of practice teaching is low, the goal and task of practice teaching are not clear enough, and the methods and means of practice teaching are single. In practice and training, students often only engage in some simple basic work, unable to touch the core business and key technologies, it is difficult to improve practical ability and innovation ability. In addition, the cooperation between universities and enterprises is not close enough, and the participation of enterprises in the teaching process is relatively shallow, which makes it impossible to effectively match the dance students learning with the needs of enterprises.

3.3. Insufficient construction of teaching staff

There are many deficiencies in the construction of teaching staff in the integration of production and teaching of dance education in higher vocational colleges. First, the professional structure of teachers is unreasonable. Some teachers graduated from normal colleges and universities and are good at dance teaching theory, but lack practical experience in the dance industry and have limited understanding of the production process and operation management of enterprises. Second, the number of “double-qualified” teachers is insufficient ^[8]. The serious shortage of “double professional” teachers in colleges and universities makes it difficult to meet the real demand of the industry for talents. At the same time, it is difficult for students to learn the dance theories and types of the industry, which greatly reduces the quality of the integration of industry and education. Third, the teacher training system is not perfect. Teachers have fewer opportunities to participate in enterprise practice and training, and cannot update their knowledge and skills in time to improve their practical teaching ability. In addition, due to the lack of effective incentive mechanisms in colleges and universities, teachers are not highly motivated to participate in the integration of industry and education, and they are not willing to actively invest in the practice and teaching reform of enterprises, which restricts the in-depth development of the integration of industry and education to a large extent.

4. Effective strategies to solve the problem of production-education integration in dance education majors in higher vocational colleges

4.1. Clear integration goals and perfect integration mechanism

A clear integration goal can ensure that there will be no deviation in the direction of teachers' teaching so that teachers can design teaching activities and programs with specific targets, and improve the quality and effect of teaching to a certain extent. The integration goal should cover the market demand, the quality of dance professionals, the performance ability of students, the industry introduction and other aspects. After teachers determine the goal of the integration of industry and education, colleges and universities should also improve the matching integration mechanism. On the one hand, the establishment of an integration mechanism can ensure communication between colleges and enterprises. In the process of communication with enterprises, colleges, and universities should designate specialized personnel to be responsible for contact and docking with enterprises, and regularly hold online and offline meetings to discuss matters related to the integration of industry and education^[9]. Through timely and effective communication, the differences and problems existing in the cooperation between the two sides can be solved quickly, to ensure the smooth and in-depth development of the cooperation. On the other hand, the mechanism of interest distribution should be improved. In the integration of industry and education, enterprises and colleges have invested a lot of material and financial resources. However, some of the resources invested by both sides are not easy to evaluate, which is very easy to lay hidden dangers for the subsequent cooperation. Therefore, it is necessary to allocate their respective interests in advance. For example, a clear and detailed cooperation agreement should be signed to specify the rights and interests of both parties in terms of explicit and implicit input, to mobilize the enthusiasm and initiative of enterprises and universities to participate in the integration of industry and education. In addition, the scientific evaluation and supervision mechanism is also an effective guarantee for the smooth implementation of the integration of industry and education. A comprehensive, fair and objective evaluation index system can find out in time the problems existing in the cooperation between the two sides and urge the other side to make adjustments and improvements quickly. At the same time, the evaluation system can also evaluate the expected cooperation results to ensure that all work can be carried out in an orderly manner following the established track. In addition, to improve the impartiality of the evaluation and supervision team, government personnel can also be invited to participate to avoid the appearance of "squabbling", which will affect the overall progress and effect of cooperation^[10].

4.2. Optimize the training mechanism and strengthen the strength of teachers

Regular optimization of the training mechanism in colleges and universities can not only improve the overall level of teachers but also deepen the intensity and level of cooperation with enterprises, to achieve the purpose of efficient integration of production and education^[11]. In terms of optimizing the training mechanism, colleges and universities should design and implement targeted teacher training activities according to the characteristics of dance education and the need for the integration of production and education, combined with the overall situation of teachers, and on the premise of not affecting the daily teaching progress. The training content should not only include the latest knowledge and skills of the dance profession but also cover novel education and teaching methods, the understanding of the development trend of the industry, and the practical experience of enterprises. To this end, colleges and universities can adopt a variety of training methods, such as inviting industry experts to give lectures, organizing teachers' on-the-job practice, strengthening inter-school exchanges, carrying out teaching discussions and scientific research cooperation, to broaden teachers' horizons and cultivate innovative thinking^[12].

At the same time, colleges and universities should enhance the welfare of talent recruitment, increase the introduction of practical talents, and let more talents with front-line work and higher teaching-level dance teachers join the teaching team. In the recruitment process, colleges and universities should pay attention to the education, background and teaching ability of dance talents, to ensure the quality and moral standard of talents^[13]. In addition to the recruitment work, colleges and universities should strengthen the construction of part-time teachers, such as inviting outstanding dance employees of enterprises or well-known dancers in provinces and cities to be part-time dance teachers. They can bring practical work experience and cases into the classroom, which can not only enrich the dance teaching content but also help students establish lofty dance ideals. Inspire students' enthusiasm and initiative in dance practice. In terms of the management of part-time teachers, colleges and universities should formulate a clear management system, clarify the rights and obligations of part-time teachers, and ensure the smooth development of bilateral cooperation.

4.3. Meet the needs of industry and improve the curriculum system

In order to better solve the problem of the integration of production and dance education majors in higher vocational colleges, colleges and universities must meet the needs of industry and improve the curriculum system. Industrial demand is an important basis for the construction of the industry-education integration course system. Colleges and universities should deeply investigate the development trend and market demand of the dance industry, understand the different requirements of enterprises for dance talents in the field of knowledge, skills and quality, and combine these requirements, constantly optimize and improve the dance course system, and further strengthen the cooperative relationship with enterprises.

In the process of improving the curriculum system, colleges and universities can make attempts from three aspects: curriculum setting, teaching content and teaching methods. In terms of curriculum setting, colleges and universities should increase the proportion of practical teaching and set up courses closely combined with the actual industry, such as dance creation and performance practice, dance industry marketing, dance education practice and other courses. At the same time, to better connect the curriculum with the needs of enterprises and avoid the duplication and disconnection of the course content, colleges and universities need to timely update the teaching materials and integrate new technologies, new achievements, and new cases in the industry into the teaching, so as to make the teaching content and textbooks more contemporary and practical^[14]. In addition, colleges and universities should also follow the principle of people-oriented, strengthen the targeted and personalized research of courses, and set different professional directions and elective courses according to students' grades, interests and specialties, to meet the diversified learning needs of students and the recruitment requirements of enterprises for diverse talents. In terms of teaching methods, colleges and universities should encourage teachers to actively adopt project-driven teaching methods, case teaching methods, situational teaching methods and modern information technology (online courses, virtual simulation teaching) to teach, which can not only enrich teaching methods and efficient teaching effect but also guide students to develop a good habit of active learning, active exploration and innovation. It lays a foundation for the development of students' practical ability and innovation ability.

4.4. Actively seek cooperation and strengthen base construction

Actively seeking cooperation and strengthening base construction is an effective way to solve the shortage of training bases for dance majors in higher vocational colleges. Dance major, different from other majors, needs venues, and equipment, but also needs audiences, and colleges are often far away from the city, so it is difficult

for students to get in touch with the real audience. Therefore, colleges and universities should take the initiative to establish a wide range of cooperative relations with various dance enterprises, art groups, cultural institutions, etc. Through cooperation to build training bases, students can get the development of multiple levels of literacy under the influence of real audiences. In the form of cooperation, colleges and universities can choose to build training bases, cooperate in talent training, and jointly develop new dances, etc., to realize the sharing of resources and complementary advantages between colleges and universities and various dance enterprises, art groups, cultural institutions, etc., providing more practical opportunities and employment channels for students, and providing strong talent support and technical services for enterprises. However, in the management of the training base, the two sides should establish and improve the management system of the base, clarify the responsibilities and rights of each party, and ensure the normal operation and effective use of the training base.

Colleges and universities should actively organize students to participate in various competitions and competitions, constantly improve their visibility and status, obtain financial support from society, enterprises and the government, constantly improve the existing training bases of colleges and universities, and strive to build new training bases in bustling areas, to meet the learning and performance needs of dance students.

4.5. Strengthen the reward mechanism and mobilize the enthusiasm of teachers

In the process of integration of production and education of dance education specialty in higher vocational colleges, colleges and universities should give rich bonuses, allowances, or welfare to teachers who perform well ^[15]. The evaluation and payment of rewards should be linked with the efforts and achievements made by teachers, such as the quantity and quality of teachers' participation in enterprise projects, and the effect of guiding students' practice. At the same time, universities should give priority to teachers who actively participate in the integration of industry and education and make outstanding achievements in terms of professional title evaluation and promotion opportunities. To provide them with more opportunities to participate in academic exchanges and training at home and abroad, and broaden their professional vision and development space.

By strengthening the reward mechanism, teachers can truly feel the importance of the integration of industry and education for their own career development and personal value realization, to stimulate them to actively participate in the integration of industry and education, inject strong impetus into the integration of industry and education for dance education majors in higher vocational colleges, promote the continuous development of dance education majors, and cultivate more high-quality dance professionals who meet the market demand.

5. Conclusion

In a word, the integration of production and education is an inevitable choice for the professional development of dance education in higher vocational colleges. Through the integration of production and education, college dance education can better meet the needs of society, train more high-quality and high-level dance talents, and then promote the overall prosperity and development of the dance industry. At the same time, colleges and universities, enterprises and the government should make joint efforts to strengthen cooperative relations, establish a perfect integration mechanism of industry and education, create more practice opportunities and development space for dance education students, and inject a steady stream of vitality for the future of dance.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Yu Z, 2022, Research on Dilemma and Strategy of Training Dance Professionals in Local Higher Vocational Colleges from the Perspective of Integration of Production and Education. *Century Star -- Communication Edition*, 2022(32): 139–141.
- [2] Chen J, 2023, Problems and Countermeasures of Production-Teaching Integration in Dance Education in Higher Vocational Colleges. *China Nationalities Expo*, 2023(22): 139–141.
- [3] Liu Z, 2023, Teaching Reform of Music Quality Course in Dance Education Major in Higher Vocational Colleges under the Background of Integration of Production and Education. *Overseas Abstracts*, 2023(1): 88–90.
- [4] Jia H, 2023, Research on the Effectiveness of Dance Teaching in Preschool Education of Secondary Vocational Schools under the Integration Model of Production and Education. *Teachers*, 2023: 99–101.
- [5] Sun Y, 2023, Research on Core Competence Training of Dance Performance Students in Higher Vocational Colleges from the Perspective of Integration of Production and Education. *Forum on Education Information*, 2023(13): 81–83.
- [6] Zhang M, 2024, Analysis on Core Competence Training Strategies of Dance Performance Major Students in Higher Vocational Colleges Based on Integration of Production and Education. *Art Science and Technology*, 37(7): 235–237.
- [7] Jiang C, 2022, Research on the Integration of Dance Performance Specialty in Higher Vocational Colleges with Local Education, Training, Production and Education. *Chinese Science and Technology Journal Database (Abstracts Edition) Education*, 2022(1): 177–179.
- [8] Anran, 2023, Research on the Current Situation and Strategy of Production-Teaching Integration of Dance Education Major in Higher Vocational Colleges. *Drama House*, 2023(35): 130–132.
- [9] Fan S, 2024, Research on Problems and Teaching Strategies of Dance Education in Higher Vocational Colleges. *Drama Home*, 2024(10): 108–110.
- [10] Gong Z, 2022, Analysis on the Modernization Development of Dance Education in Higher Vocational Colleges. *Avant-garde*, 2022(32): 34–36.
- [11] Li M, 2024, Research on the Relationship Between the Integration of School, Enterprise, Production and Education and the Cultivation of Applied Talents for Dance Performance Major. *Shang Dance*, 2024(15): 123–125.
- [12] Khadja E, 2024, Research on Deepening Strategy of Production-Education Integration in Dance Teaching in Vocational and Technical Colleges under the Background of New Normal. *Exploration of Curriculum and Teaching Reform under the “Double Reduction” Policy Issue 13*. *New Curriculum Research Magazine*.
- [13] Zheng X, 2024, Research on Innovation of Training Methods of Dance Talents in Vocational Colleges under the Background of Integration of Production and Education. *Journal of Science*, 2024(14): 47–49.
- [14] Qu W, 2024, Research on the Path of Dance Education in Higher Vocational Colleges under Ideological and Political Empowerment. *Times Report (Rushing)*, 2024(9): 158–160.
- [15] Peng H, 2021, Deepening of Integration of Production and Education in Dance Teaching in Higher Vocational Education under the Background of New Normal. *Journal of Hubei Open Vocational College*, 34(15): 142–143 + 146.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.