

# Effective Behavior Research of Blended Teaching in Dance Theory Course

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**Abstract:** In the teaching of dance theory courses in colleges and universities, teachers use a mixed method to carry out teaching work, which not only changes the single teaching mode of dance theory courses in the past, but also provides diversified choices for teachers to better develop course teaching work. At the same time, it also allows students to realize the cultivation and improvement of their own comprehensive literacy ability in the process of blended teaching, and truly helps students achieve long-term development. In view of this, in order to make students learn more effectively in dance theory classes at the university level, teachers need to try to summarize some Methods and strategies that can better guide the course teaching work, so as to make the blended teaching of dance theory courses in colleges and universities more effective and meaningful.

**Keywords:** Dance theory course, Blended teaching, Effective behavior.

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## 1. Introduction

The content of dance theory courses in colleges and universities is relatively large. Therefore, in order to better help students in the class lay a solid foundation for dance theory, teachers need to pay more attention to the application of the mixed teaching mode during the teaching stage. However, with the continuous advancement of teaching work, the practical application of the hybrid teaching model has also encountered a lot of obstacles. If these obstacles are not removed in time, it will definitely affect the orderly progress of the entire course teaching work. In this regard, teachers need to start from the perspective of students, on the basis of summarizing the necessity of blended teaching of dance theory in colleges and universities, start with stimulating students' learning motivation, try to build an information-based network teaching platform for students, and build a dance theory course teaching The new model, so that more students in the class can better learn and explore subject knowledge in dance theory classes.

## 2. Analysis of the Problems Existing in The Mixed Teaching of Dance Theory in Colleges and Universities

### 2.1. Too many external factors and high equipment requirements

Blended teaching is a new teaching method formed by the integration of modern technology and Internet technology. Therefore, this teaching method has strict requirements on electronic equipment and network environment. Although teachers in some schools try to use blended teaching methods to teach in order to keep up with the trend of subject teaching, due to the influence of regional geographical factors and economic development factors, teachers from different regions cannot guarantee the success of blended teaching in dance theory classes. A smooth and stable environment. In addition, the communication tools used by each school and each teacher are quite different, and this also has certain requirements for the hardware conditions of the learning tools.

In addition, whether teachers can skillfully use some information-based teaching equipment in the classroom also directly affects the achievement of good teaching effects. Obviously, these external factors have a direct impact on the effect of blended teaching.

### 2.2. The quality of teaching is difficult to guarantee, and the link of student feedback is limited

Blended teaching emphasizes changing the traditional education and teaching mode. This is undoubtedly a huge challenge for those teachers who are accustomed to the traditional teaching mode. Although these teachers have accumulated a large and rich teaching experience in the usual offline teaching, their online teaching experience is very little, and there is no ready-made experience to absorb and learn from. Therefore, teachers need to try to get familiar with various electronic teaching tools, and try to use these information-based teaching tools to help students learn and explore dance theory knowledge. Obviously, as a key content throughout the entire teaching process, teachers' inexperienced use of information-based teaching tools in the process of guiding students to learn online will definitely affect the stability of the entire course teaching work. In addition, the interaction between teachers and students online is not close enough, so they cannot effectively and timely understand the confusion and deficiencies of students in the class in the process of learning and exploring dance theory knowledge, and cannot help students to check for gaps in time, resulting in limited student feedback links.

### 2.3. Insufficient monitoring of students' learning

In the mixed teaching of dance theory in colleges and universities, only real-time monitoring and grasp of the whole process of students' classroom learning can ensure that students can always learn and explore subject knowledge under the supervision and guidance of teachers. However, with the continuous advancement and deepening of blended teaching, some problems have gradually emerged. For

example, teachers and students cannot communicate and communicate face-to-face. As a result, some students who lack self-consciousness in learning have to cope with teachers and do not concentrate on listening to lectures in the process of online learning. At the same time, there are cases where I start to do my own things after taking online classes. Therefore, it is difficult for teachers to effectively monitor students' learning situation in online teaching, and the stimulation of students' conscious and active learning awareness is slightly insufficient.

### **3. The Necessity of Blended Teaching of Dance Theory in Colleges and Universities**

In the current stage of college education, the use of blended teaching methods has become a trend. And blended teaching is inseparable from information technology and network support. Whiteboards, computers, tablets, etc. are widely used in colleges and universities. Therefore, in order to make the mixed teaching of dance theory in colleges and universities in the new era valuable and meaningful, it is necessary to pay attention to the in-depth integration of information technology and course teaching, and to cultivate students' ability to learn and explore subject knowledge in the information technology environment. It can be said that only by giving full play to the supporting and leading role of educational informatization in the reform of subject teaching can we better implement the blended teaching of dance theory courses in colleges and universities, and allow more students to learn in an information-based learning environment. Develop interests and specialties and improve the quality of their classroom learning.

## **4. Feasible Strategy of Blended Teaching of Dance Theory in Colleges and Universities**

### **4.1. Stimulate students' learning motivation and cultivate students' enthusiasm for learning**

Only when students have enough interest and motivation in learning the text content of the textbook, can they integrate into the learning and exploration of subject knowledge with a better attitude, and gain and improve in the practical inquiry. However, under the influence of traditional teaching thinking and models, students are gradually showing fatigue in learning the text knowledge of dance theory textbooks. In many cases, they have become uninterested in lecture-style teaching methods, and the whole class has always been sluggish and boring. This will inevitably affect the quality of the entire course teaching. Face up to the application of information technology in teaching, and try to use a mixed teaching mode to carry out teaching work, which can give students a refreshing feeling and fully stimulate students' enthusiasm for learning dance theory knowledge. In this regard, in the teaching stage, teachers need to start with motivating students to learn in the classroom, and try to use mixed teaching methods to teach. On the one hand, teachers can start from stimulating students' intrinsic learning motivation, try to use modern teaching methods to change the presentation form of teaching content, and make the teaching content presented in the form of animation, video or audio, so

as to better attract students. Student attention, allowing students to concentrate on the purpose of the classroom.

### **4.2. Build a network teaching platform and build a new model of dance theory teaching**

In the teaching of dance theory courses in colleges and universities, teachers more or less have such an understanding. In their view, the teaching of dance theory courses in colleges and universities mainly focuses on explaining the teaching content, so the teaching methods of listening, speaking and reading are adopted. There is nothing wrong with the teaching format. It is also because of this that under the background of information-based teaching, some teachers still use the traditional and outdated lecture-style teaching methods and do not think about innovation. Obviously, this is not conducive to the construction of a new model of dance theory teaching. In this regard, in order to make the blended teaching play its due value in the teaching of dance theory courses in colleges and universities, teachers need to pay attention to the construction of the network teaching platform, through online learning, and then take care of every student and effectively make up for the shortcomings of traditional teaching.

### **4.3. Clarify the connotation of blended teaching, and try it with the topic as the starting point**

In the teaching of dance theory courses in colleges and universities, if you want to make blended teaching valuable, you need to pay attention to the research of related topics, and start from this aspect to clarify what the connotation of blended teaching is, and then analyze and study blended teaching in depth. Based on the advantages of teaching, a new curriculum research system is established. Only in this way can we promote the complementary advantages of traditional education and information-based education, and promote the construction of a new normal of information-based teaching under the information-based 2.0 environment.

### **4.4. Seek multi-channel information feedback to make up for the shortcomings of traditional teaching**

The traditional course teaching process can be summarized as "teacher teaching-student learning-teacher counseling". This one-way teaching mode has resulted in a situation where students have low participation in the classroom and lack the desire to actively learn and explore subject knowledge. Therefore, it has become a trend to change the traditional subject teaching mode and focus on the blended teaching of course teaching. In order to effectively make up for the defects and deficiencies of traditional teaching and improve students' learning effects in dance theory classes, teachers also need to try to seek and explore more channels for information feedback.

## **5. Conclusion**

To sum up, the use of mixed teaching methods to carry out the teaching of dance theory courses in colleges and universities not only effectively meets the requirements of the new curriculum standards for subject teaching, but also greatly improves students' ability to learn dance theory. At the same time, it also creates conditions for teachers to better

carry out teaching work in dance theory classes. In this regard, in the course teaching stage, teachers should not only clarify the connotation of blended teaching, but also try to use the topic as the starting point. It is also necessary to actively seek and explore multi-channel information feedback, so as to effectively make up for the shortcomings of traditional teaching. In addition, teachers also need to pay attention to and pay attention to their own construction and improvement, and strive to improve their own information literacy ability, thereby creating conditions for the realization of the transformation of teaching behavior, and in a true sense, let students learn the course of dance theory well.

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