

Dance Education Management of Vocational and Technical College Affecting Dance Career in China

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Abstract

This qualitative research aims to 1) study and analyzed the current situation of dance education management in Vocational and Technical College at Henan Province, China and 2).To analyzed the affecting of dance education management in Vocational and Technical College on cultivating students to become professional in dance career in China .All data were collected from Documentaries and Field work. The research tools including ; In-depth interviews, Questionnaires and Observation. The population and Sampling Group were Chinese national Artist 1, Deans of College 3, Head of the dance department 3, Dance teachers 9, and Dance students 30. representative and Concluded by descriptive analysis.

This qualitative investigation discusses the current status and development of dance education management under the backdrop of China's national education policies. Drawing on field interviews and observations to collect on-site data, this article examines the historical background and development of dance education management in Henan Province, China. It also analyzes how improving the design of dance education management can cultivate more professional dancers. The research indicates that the management of dance education in China has undergone systematic development since the founding of the People's Republic of China. In particular, the establishment of the Beijing Dance Academy has significantly promoted the systematic development of dance education management in China. Through long-term historical accumulation and practice, it has gradually evolved into a systematic management model with significant development and research value. It is integrated into the national education system of China. Under the systematic promotion of education management, effective design and management can be achieved, thereby facilitating the cultivation of better professional dancers in dance majors at vocational colleges. This survey contributes to the enhancement of dance education management in Henan Province and provides a useful theoretical basis for vocational colleges to cultivate more and better professional dancers in dance majors.

According to the Dance Career in Chinese society, all The Vocational and Technical Dance College in Henan province should developed all management factors which helping to make the quality of Dance's students for more professional in present. .

Keywords : Dance management; Pingdignshan; Anyang, Xinyang; Vocational and Technical College

Introduction

Higher vocational education is an important part of higher education, and the construction of vocational education teachers, especially the construction of art dance teachers in higher vocational colleges, is the weakest link in the current development of vocational education. How to improve the overall level of the existing dance teachers and how to guide the professional development of teachers are urgent problems to be solved.

Based on the basic qualities that art dance teachers should have, this paper analyzes the current situation and existing problems of the professional development of art dance teachers in higher vocational colleges in China, and puts forward some countermeasures for the professional development of art dance teachers in higher vocational colleges

The article believes that the modern vocational college art dance teachers should have five aspects of comprehensive quality, the current professional development difficulties mainly lie in dance teaching, dance education awareness, teaching goal positioning, teaching methods, teacher quality and so on. The development of dance teachers in higher vocational colleges not only has the common rules of college teachers, but also is restricted by the special factors affecting the formation and development of art teachers' expertise. Therefore, the difficulties in the professional development of art dance teachers in higher vocational colleges are mainly reflected in the incompatibility between the existing professional development mechanism and training methods of teachers' professional development and the characteristics of the professional development of art dance teachers in higher vocational colleges. At present, it is necessary to establish the specialty of art dance teacher in higher vocational colleges which is suitable for the requirements of vocational education

The development countermeasure is to set up the dance professional development guidance organization at all levels of higher vocational colleges and establish the humanistic management idea; Gradually standardize the admission system of dance teachers in higher vocational colleges to provide conditions for standardized professional development; To formulate an independent professional title evaluation policy for vocational teachers, which is the guidance direction for the professional development of in-service dance teachers in vocational colleges; Change the training mechanism of higher vocational teachers to ensure the standardization of the professional development of higher vocational teachers' dance; Establish a perfect teacher education system and create various ways of professional development for dance teachers in higher vocational colleges. The formulation and revision of the talent training program of each specialty is one aspect of the construction of the school's specialty and curriculum. The author focuses on comparing and analyzing the talent training programs of professional colleges, normal colleges, comprehensive universities and higher vocational colleges, exploring the accurate positioning of dance majors in higher vocational colleges, clarifying training goals and directions, so as to promote teaching reform and innovation.

Research Objectives

1. To study and analyzed the current situation of dance education management in Vocational and Technical College at Henan Province, China.
2. To analyze the affecting of dance education management in Vocational and Technical College on cultivating students to become professional in dance career in China.

Research Methodology

Research Design:

This study employed in-depth interviews and observations, focusing on conducting extensive interviews with representatives of teachers and students. The interviews aimed to explore whether the curriculum was adequately structured, whether the course content was diversified, and whether the school possessed sufficient dance studios and audio equipment. Data were collected accordingly. The objective was to investigate the influence of curriculum design and content on the learning motivation of dance major students.

Population and Participants of the Study:

(1) Population

This study primarily targets representatives of teachers and students from the Dance Major at Pingdingshan Vocational and Technical College, with 6 teachers and 60 students.

(2) Participants:

The participants are 20 students and 6 teachers from the Dance Major at Pingdingshan Vocational and Technical College. They were selected using purposive sampling, with students categorized into low and high learning motivation groups. In-depth interviews were conducted, and data collection was carried out accordingly.

Research Instruments:

The research tools include in-depth interviews, observation, and data collection.

Research Scope

1. Study on the current situation of dance education management in Vocational and Technical college and the improvement of Dance education management at Henan Province, China
2. Study on the affecting of Dance education management of Vocational and Technical College at Henan with related with the dance career in China.

Research Conceptual framework

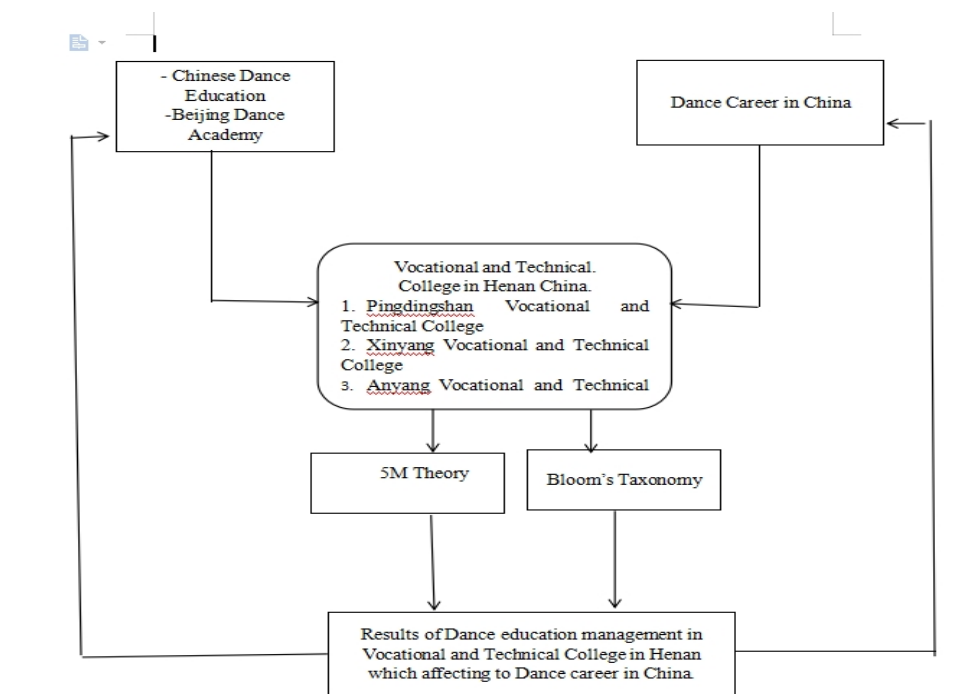


Figure 1 Research Conceptual Framework by researcher
Note: Constructed by the researcher

Research Findings

The Current Situation of Dance education management in Vocational and Technical College at Henan, China

At the present stage, China attaches great importance to the overall development of higher education, and provides relevant policy support and support for education, which makes the overall scale of higher vocational education continuously expand, and the number of students in vocational and technical colleges continues to increase. Vocational and technical colleges are faced with good development prospects, but limited by the student level and other factors, the actual education management work is also facing more challenges and problems. Therefore, teachers must start with the analysis of education management from the perspective of professionalism, innovation and development, based on the foundation of vocational and technical colleges and past experience, the possible emergencies and problems in the management of dance education management Effective prediction, introduce effective dance education management system and emergency response program. The theme and core of dance education in vocational and technical colleges should be defined, and the education management method should be adjusted according to their education mode, method, content and approach, so as to make it more fit the needs of students' cognitive development, thinking development, professional development, skill development and career development.

1.The educational management ability needs to be improved

In the process of education management of vocational and technical colleges, the education management experience of dance teachers in some vocational and technical colleges has a serious polarization trend. Some of the excellent higher vocational teachers with rich experience in education management themselves have advanced education management model.

The acceptance of the formulas and ideas is relatively low. Even if the vocational and technical colleges set up relevant training and activities, but subject to it Under the influence of age, level, level, cognition and experience, etc.

It is difficult to apply some advanced theories, methods and technologies to the actual process of education management. However, some teachers with high professional level and information literacy themselves lack rich teaching experience. Although they can make educational management plans according to the standards and requirements of vocational and technical colleges, there will be many contradictions and problems in the implementation process.

At present, higher vocational teachers generally lack the experience of practice and practice in social and front-line positions, and they do not have a deep understanding of the market and positions, although they have it Rich theoretical knowledge system, but it is difficult to provide experience guidance for students' practice, employment, entrepreneurship. This makes the professional talents sent by vocational and technical colleges unable to meet the needs of the current society and positions.

Pingdingshan Vocational and Technical College, located in the central part of Henan Province, has opened dance departments, physical education departments, education departments, tourism and hotel management departments. Among them, the dance course of the Ministry of Education only has ballet physical training and pre-school dance, and the dance course of the Department of Physical Education is the direction of sports dance, while the Department of Tourism and Hotel Management only provides ballet physical training. Only the dance department provides the training of professional dancers.

On the curriculum standard, the course content should highlight the students ' s vocational skills training, the choice of theoretical knowledge should be close to the students' auxiliary ability in the end, strengthen the course training, including professional core courses of dance basic training, folk dance, Chinese folk dance, Chinese classical dance, drama rehearsal course for the nature of the training course, the end of each semester ballet dance basic skills and folk dance special skills training, the fifth semester not less than half a year students' field practice, increase the proportion of the overall course training, make dance performance professional training hours accounted for 82.1%, effective guarantee reiterated The main position of practical training in course teaching.

At present, there are still some higher vocational colleges who cannot get rid of the influence and shadow of traditional exam-oriented education, and the actual curriculum is more inclined to theoretical knowledge teaching, which leads to the teaching direction of teachers is also inclined to the one-way transmission of theoretical knowledge. Even if teachers will design some practical links or practical activities, it is difficult to better meet the requirements of practice, exercise and improvement according to the proportion of their proportion and class hours. In addition, the majors of some higher vocational colleges lack the characteristics and characteristics of higher vocational colleges, and there is a certain gap with the current society, economy, positions and majors. Even though teachers spend more time and energy on planning,

the whole the effect of physical education and training is still not satisfactory. Although some higher vocational colleges have introduced some advanced management technologies, because the existing equipment and instruments do not match, there will be relatively many hidden dangers and problems in the subsequent education management.

Most higher vocational schools will carry out the educational management system according to the actual educational objectives and professional characteristics. Setting, requires every teacher to carry out education management with reference and index. But in the actual execution process when In this way, some teachers do not fully grasp the influence of science and technology, politics, economy and development on higher vocational education management, Still use the traditional education management system, which has a certain lag and irrationality.

When the actual education tube when problems occur in the management work, it is difficult for teachers to properly solve and deal with them according to the system. Part of the higher vocational education in order to can To achieve more ideal results, often will learn from and refer to some more typical education management system system , no Combined with the actual situation of the school to rectify. This will not only affect the effective practice and implementation of the relevant systems, but also can make the higher vocational education management work appear more serious arbitrariness and disorder phenomenon.

The management system of various education in China belongs to the "centralized system". As the central leading organization of education, the Ministry of Education entrusts the Department of Higher Education and the Department of Vocational and Adult Education to exercise its corresponding macro-management functions. Higher vocational and technical education in the Ministry of Education, and the Department of Higher Education is in the charge. Higher vocational and technical education in all provinces and cities is under the responsibility of the Department of Higher Education and the Department of secondary vocational education and training. This kind of non-unified management organization has caused the split pattern in the management function of vocational education in China, and affected our country the unity and integrity of vocational education policies and regulations.

The Department of Higher Education is established under the Ministry of Education, which is responsible for the macro management and coordination of higher education in China. In the aspect of higher vocational education, it makes overall plans for higher vocational colleges and school-running institutions, formulates guiding documents for higher vocational personnel training, guides the teaching capital construction and reform of higher vocational colleges, and is responsible for the quality monitoring and evaluation of higher vocational education. In terms of the management of vocational education and training certificates, the Department of Higher Education of the Ministry of Education is only responsible for the management of academic certificates of vocational education, while the vocational qualification certificates are comprehensively managed by the labor and personnel administrative departments of The State Council. And, there is no relationship between them. This kind of vocational education and training certificate management body is divided between diploma and vocational qualification certificates Department has seriously affected the healthy development of vocational education and training in China.

2. The quality control of investment and fund management of higher vocational education

The investment system of higher vocational education in China is diversified. The diversification of investment subjects has basically formed a diversified investment system in which the national and local governments, enterprises and individuals raise funds for the development of higher vocational education in accordance with the law. The proportion of government investment is roughly less than 40%, which is obviously low.

The funds for running higher vocational colleges mainly come from government appropriation, social aid, donations and students' individual tuition fees. The provincial and municipal governments shall formulate the average standard for the number of students in higher vocational colleges in their respective regions, the relevant departments of The State Council, together with the financial departments, shall formulate the average standard for the average number of students in higher vocational colleges in their respective departments, and the government shall allocate the educational funds to state-owned higher vocational colleges in full according to the standard for the average number of students. Non-state-owned higher vocational colleges can only rely on students' personal tuition, social aid and donations, and fund management lacks effective incentive means.

The Higher Education Evaluation Office of the Ministry of Education is responsible for organizing experts to conduct irregular inspection and evaluation of education quality in higher vocational education in universities affiliated to the Ministry of Education or other ministries and commissions. The provincial higher education evaluation offices are responsible for organizing experts to inspect and evaluate the quality of education in the higher vocational colleges under their new jurisdiction. The inspection cycle is too long, the inspection object is known in advance, preparation.

The effect is almost a mere formality. In higher vocational colleges, the educational affairs department is generally responsible for the inspection, supervision and management of teaching quality by means of mid-term teaching inspection, supervision, teaching and research activities, and tracking investigation of graduates. Management and teaching functions have not been effectively separated, and teaching quality the control effect is all determined by the scholars themselves.

An analysis of Dance education management in Vocational and Technical College that affected to Dance career in China

Through the analysis of the dance education management of Henan Vocational and Technical College, combined with the support of 5M management theory, the researchers focus on the dance education management of Henan Vocational and Technical College.

Guide and mobilize higher vocational teachers to actively participate in the obstacles and difficulties encountered in education management, with the help of Rich experience and authority to improve themselves, effectively overcome and solve the problems of education management. The above personnel can also be hired as education management consultants in higher vocational colleges to provide self-experience, technical, legal and theoretical guidance for the development of teacher education.

Effectively optimize the personnel structure of the education management team, and comprehensively improve their business ability and comprehensive quality. It can also be based on the actual school education development needs and education management, requiring the whole society to recruit education management talents urgently needed by higher vocational education, from their professional, quality, thought, innovation, practice and other aspects of

assessment, and arrange for the new teachers and higher vocational education management. The port of the training, so that it can better understand the actual methods and procedures of education management.

Vocational and technical colleges can also comprehensively review the files of existing teachers, fully understand their advantages and disadvantages, adjust the original education management training, and set up different medium-term, long-term and short-term training programs according to their needs. In the training process, the cross-field content related to education management should be added, and the training related to teachers' ethics, innovation and entrepreneurship, post spirit, responsibility consciousness and professional accomplishment should be carried out innovatively. Cooperate with third-party training institutions to provide customized and personalized training services for teachers, and give full play to the institutional field Land advantages and talent advantages, teachers for in-depth, comprehensive, sustainable, effective and scientific training. Only in this way can the higher vocational education management team have the professional theory, technical level and professional accomplishment to meet the current needs of education management.

In the education management of vocational and technical colleges, teachers must fully master the professional characteristics, personality characteristics and characteristics of students. Industry orientation and other on, effectively optimize the allocation of human, material, financial resources, as well as the related information, space, time and other resources. Teachers need to fully understand the characteristics and students' career planning goals, expand and extend the current teaching content, introduce current affairs news or information related to majors, or introduce some excellent resources with regional characteristics and characteristics of higher vocational education.

Comprehensively expand students' vision, improve the professional knowledge system of higher vocational colleges. It can also strengthen the understanding of the current market development, economic development and international development trends, combined with the current situation. For popular majors and posts, the actual structure of professional courses is adjusted, and the general courses related to majors are comprehensively carried out, which effectively permeates ideological and political education and moral education. Can also be fully in the course teaching increase some content related to professional ability, innovation, build with the current training, employment, employment, entrepreneurial situation, guide students to immersive case analysis and practice, or science introduction of class, online courses, flipped classroom, live teaching, group learning, studio teaching, to promote learning and other new methods.

Can also accurately locate the professional and student training objectives, to the relevant teaching materials. Integration and creation. For the newly introduced textbooks, the professional teachers of the school should jointly review them, and their application and promotion should be scientifically demonstrated, so as to improve their regional, characteristic, pertinence and era. Teachers need to effectively adjust the class hours of professional theoretical teaching and practical teaching, so as to increase the number of practical class hours to meet the purpose of the vocational ability development needs of higher vocational students. Vigorously strengthen the construction of modern classrooms, education management facilities, campus training base, to create a good environment for students to practice and education management.

Vocational and technical colleges should comprehensively strengthen the inter-school cooperation with the excellent institutions and enterprises in the district Into the cooperative relationship, by signing the talent training contract, to provide them with excellent talents who meet the job needs, and have high professional quality and professional ability. The school can also share the resources and research results of enterprises and institutions through cooperation, so as to provide more students with opportunities for practice and practical training in front-line positions.

In this process, teachers of vocational and technical colleges can also form a team of practice guidance teachers with excellent managers of enterprises, pay full attention to the development of students' behavior, cognition, psychology and thought in the process of practice, and provide targeted guidance and assistance for students (Lin, 2010).

In creating more for the business at the same time of economic benefits, comprehensively improve students strain ability, professional ability, psychological ability, ability to work under pressure, practical ability. In addition, in order to better grasp the real-time dynamics of higher vocational education management, based on the actual situation, combined with a series of changes and innovations of higher vocational education management, actively introduce and embed the advanced modern education management system. Big data technology is used to comprehensively collect, analyze, integrate and screen the relevant information of school education management, and make the corresponding digital files of education management, and store them in the electronic information database.

Teachers of vocational and technical colleges must understand some political policies, policies, rules and regulations related to educational management, The education management system is in-depth analysis and interpretation to build a new higher vocational education management system. Higher vocational colleges can comprehensively summarize and analyze the previous situation of teachers' work, effectively carry out the post responsibility system based on education management work, and comprehensively strengthen the top-level design and education management planning. The division of education management in detail, and the implementation of teachers in the form of tasks, so that teachers can better grasp the responsibility and obligation of education management.

Avoid the follow-up education management work appear mutual buck-passing and perfunctory phenomenon.

In order to fully implement and penetrate the quality education, we can also launch new credits System, systematic assessment of students, according to students' daily learning attitude and examination scores So that teachers can be more comprehensive, systematic, perfect understanding of the students in all aspects of the situation, and on the basis of the follow-up education management work to improve and innovation.

According to the development of education management at each stage, the relevant school enrollment system, student discipline management system, student reward and punishment management system, students' daily education management system, student dormitory management system, and teacher accuracy can be introduced Entry system, assessment and supervision system, education management and supervision system, safety management system, teaching facilities and equipment maintenance and management system, information database management system, education file management system, etc., to make the qualitative and quantitative stages of higher vocational education management, effectively restrain and guide teachers' education management behavior.

In addition, schools can also set up a special education management assessment team to increase the content of education management in the process of teachers' performance appraisal, set up different assessment indicators according to the nature of professional education management, establish a salary system and teacher subsidy system with strong linkage, and make salary and compensation based on the assessment results Posting of the distribution.

In addition, in order to comprehensively enhance the authority, enforcement, legality and authority of the education management system, a relatively strict reward and punishment system can be introduced, considering the influencing factors and constraints of education management, and accurate detailed rules of rewards and punishments can be introduced. Excellent teachers who have outstanding work or have achieved strong academic research achievements will be given spiritual and material rewards, and provided with better opportunities for promotion and further study according to their career planning needs. And for the violation of the relevant education management regulations or work ability.

In a word, teachers must break the influence and imprisonment of students in the traditional higher vocational education management mode, and, with the purpose of comprehensively improving students' professional skills, comprehensive quality, practical quality and professional level, launch a strong binding, forward-looking and comprehensive vocational and technical college education management program. In addition, teachers should also face up to the current education management, and constantly carry out self-learning and self-improvement, in order to better deal with and solve the emergencies and problems of education management.

The teaching materials of Beijing Dance Academy are effectively adopted to cooperate with ethnic folk dance, ballet fragments and dance combination teaching. Teachers and students understand the local cultural context, and collect local dance materials based on local characteristics for dance editing and creation. Make the students accurately complete the movement requirements from easy to difficult, improve the dance art quality.

The director of the academic Committee of Beijing Dance Academy, professor and tutor of master students highly believe that the training of elite dance talents should be based on the premise of aesthetic body culture, and present the body culture in the process and transformation of theory and practice. The discipline construction of dance education requires an excellent team of teachers to establish its own uniqueness in the exploration of characteristic style courses. "We should work with more brother art colleges to build Chinese dance subjects, establish the context of Chinese dance, enrich Chinese dance culture, and promote the innovative development of Chinese traditional culture.

Dancers selection is very demanding, vocational and technical colleges and universities teaching level and the basic conditions of students do not have this ability, if according to the Beijing dance academy elite dancers, copy dance academy course design and teaching mode, will inevitably lead to vocational and technical college dance students employment efficiency decline, so explore suitable for vocational and technical college dance students training mode and management mode is very necessary. This requires the management to combine the 5M management method, fully investigate the demand for the job market on the line, and design a dance education model suitable for vocational and technical colleges.

Researchers found that the internal factors affecting dance students in vocational colleges are the teaching level of teachers and the basic conditions of students. It is very important to build excellent education management team, innovate higher vocational education management mode, and build education management system and system of education managers.

Discussion

The results of this study are consistent with previous academic research on dance education management and further deepen the understanding within a historical context. Zhou(2023) suggests, the accurate and appropriate positioning of dance teaching is crucial. The findings of this study align with this notion, demonstrating the importance of positioning in dance education teaching. Therefore, this study further enhances the understanding of dance teaching positioning and delves into the history, performance forms, and artistic characteristics of dance education. In dance education management, it is essential to adapt teaching methods and content according to different educational objectives. Since vocational colleges offer dance majors, it is imperative to thoroughly investigate, analyze, and research the feasibility of offering such programs, which plays a significant guiding role.

According to Wang (2023), dance reflects the cultural life, customs, language, music, and environment. It is considered a spiritual value that helps refine people's thoughts and is a manifestation of beauty and harmony. Dance education management serves as the ideological leader of schools and the link between teachers and students. Reflecting on the relationship between dance education and folk dance and national culture, we realize the importance of designing dance education positioning in dance performances. Dance art extracts performable body movements from life and symbolizes them in innovative dance works. By analyzing the precise positioning of dance education in teaching, we can understand the characteristics of dance performance culture, history, religion, and national customs, and dynamically record the cultural phenomena presented by the competition between contemporary culture and national traditions. Therefore, only by combining the 5M theory - Man, Machine, Material, Method, and Environment - effectively can dance education managers design a sound dance education management system, thereby promoting dance teaching management and nurturing more and better professional dancers tailored to societal needs.

The research results indicate that establishing long-term teaching goals and development directions is a new topic under the background of a market economy on how to develop the dance industry. Vocational colleges need to start from reality, clarify the teaching tasks of dance education based on the existing faculty and teaching conditions of the colleges, and conduct extensive investigations and research on the social market. On this basis, clear teaching goals should be formulated, and courses should be set up accordingly, with professional and high-quality faculty. Tao (2014) analyzed, the talent goal of dance majors in vocational colleges should be to cultivate specialized talents who are proficient in the basic theory and knowledge of dance, possess basic skills, and have certain abilities in dance performance and preliminary choreography, in order to adapt to the high-quality faculty for dance teaching in general universities, higher art colleges, and primary and secondary schools, as well as dance cultural research. Zhang(2023) pointed out, today's dance education has been collected, organized, and exchanged, "taking the essence and discarding the dross." After

refinement and "recreation," it has formed an important system of dance education management.

The research shows that national policies promoting the development of dance education, as mentioned by Ding(2022) and Guo(2021) about the theory of vigorously developing vocational education. Dance education in vocational colleges has been listed as a key national development project. The introduction of relevant national documents plays an important role in the management of dance education in vocational colleges.

Recommendations

1.Theoretical Recommendation

This study highlights the importance of dance education management within the context of national policies. Dance education management serves as the theoretical guidance for the advancement of dance teaching and forms the foundation for cultivating professional dancers suitable for market and societal needs. Through long-term historical accumulation and practice, it holds greater research value. However, in the development process of dance education management in vocational colleges, there are still issues such as inconsistent teaching levels among teachers and lack of uniformity in the selection of teaching materials. Researchers believe that improving the teaching level of dance teachers and standardizing teaching materials is a crucial issue. The researchers suggest increasing the budget for teacher training and appointing specialized personnel to select and compile teaching materials that align with the requirements of dance education in vocational colleges. The researchers' policy suggestion is to strengthen the guarantee mechanism, showcasing the learning outcomes of teachers' professional development. It involves clearly defining the scope of management, enhancing leadership, incorporating it into planning, and elevating the improvement of dance teachers' levels to the level of dance education management.

2.Policy Recommendations

The researchers further recommend that this survey be utilized as a guide for the theoretical framework of dance education in vocational colleges. It should also be used to understand and implement the value of participation in dance education and curriculum development, and further research the history and development of related disciplines. Additionally, this study should investigate the changes in dance education management in vocational colleges under the backdrop of the Chinese education context, with a focus on developed regions' management of dance education in vocational colleges.

3.Practical Recommendations

While this survey provides some insights into the development of dance education management under Chinese national policies, it should be acknowledged that there are certain limitations. The discussion in this study regarding the spiritual significance of enhancing dance education management and how to cultivate more social value for professional dancers did not delve into the researchers' personal experiences. Future research could explore more deeply from the perspective of personal experience to obtain a more detailed understanding. Nonetheless, this study has made valuable suggestions on the interaction between dance education management and related management theories, emphasizing the lasting significance of dance education management under Chinese national policies.

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