

DANCE EDUCATION IN THE ERA OF NEW MEDIA---A CASE STUDY OF DANCE EDUCATION IN SOME COLLEGES AND UNIVERSITIES



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Received: July 28, 2024; Revised: August 13, 2024; Accepted: August 30, 2024

Abstract

In the context of the new media era, research on dance education in universities has gradually become a focus of academic attention, especially in the popularization of dance education, improvement of dance literacy, and optimization strategies for dance education. Although new media provides broad possibilities for dance education, it also brings a series of challenges, such as the adaptability of teachers and facilities, as well as changes in student participation and motivation. This study adopts research methods such as literature review, survey, and mathematical statistics, mainly focusing on the specific current situation of dance education in a certain university. It analyzes the learning motivation of students in the new media environment, the adaptability of teachers to new technologies, and the shortage of facilities in educational practice. It explores the impact of these issues on student learning effectiveness and educational quality, providing an empirical basis for subsequent educational reform. Research suggests that more attention should be paid to the integration and utilization of new media technologies in dance education in universities. At the same time, teacher training should be strengthened, educational facilities should be updated to improve the quality of education, enhance student participation and learning effectiveness.

Keywords: new media Aerobics special Development statu

Introduction

With the rapid development of Internet technology, new media has become an indispensable part of people's life. The rise of new media has had a huge impact on all walks of life, including dance education. With the continuous updates of new media technology, the field of dance education is also gradually transforming and innovating. In this context, the development and impact of dance education under new media have become a hot research topic. With the rapid development of technology, especially the widespread application of information technology and new media, traditional educational models and content are facing unprecedented challenges and reforms. The new media era has redefined the transmission of information, sharing of knowledge, and people's learning methods with its unique dissemination methods, strong interactivity, and extremely high coverage. This change is

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particularly prominent in the field of art education, where dance education, as a special practical teaching model, presents new development opportunities and challenges under the impact and influence of new media.

The reason for selecting the dance major of XX university as the research object is that higher education institutions are important bases for dance education, and the development status of dance education in universities can reflect the response strategies and transformation trends in the field of dance education under the impact of new media. By conducting in-depth research on the development of dance majors in these universities in the new media environment, we can reveal how new media technology affects dance education concepts, educational methods, course content, and student learning styles.

Currently, the characteristics of new media, such as real-time, interactivity, and openness, provide new forms of expression and channels of dissemination for dance education. Students and teachers can use new media platforms for creative exhibitions, technical exchanges, and theoretical discussions, thereby promoting innovation and development in dance art. However, new media also brings problems such as information overload, technological dependence, and dilution of artistic value, which need to be carefully considered and effectively addressed in dance education practice.

Therefore, the topic of this paper not only keeps pace with the development of the times and explores new opportunities and challenges in dance education in the new media era, but also attempts to propose how to optimize the education strategies of dance majors to meet the needs of the digital era through specific case analysis. This has important theoretical and practical significance for promoting the inheritance and innovation of dance art, improving the quality of education, and cultivating dance talents that meet the needs of modern society. Through this study, it is expected to provide valuable insights and suggestions for other researchers and practitioners in the field of dance education, promoting the integration and development of dance education and new media technology.

Finally, the purpose of this study is to propose recommendations based on empirical research results, aiming to optimize the educational practice and curriculum design of dance majors in XX universities. By gaining a deeper understanding of the specific impact of new media on dance education, the study will provide strategies and suggestions to help educators and school management effectively integrate new media technology, improve educational effectiveness, promote the comprehensive development of students, and ensure the continuous innovation and inheritance of dance art.

Research Objective

Therefore, the topic of this paper not only keeps pace with the development of the times and explores new opportunities and challenges in dance education in the new media era, but also attempts to propose how to optimize the education strategies of dance majors to meet the needs of the digital era through specific case analysis. This has important theoretical and practical significance for promoting the inheritance and innovation of dance art, improving the quality of education, and cultivating dance talents that meet the needs of modern society. Through this study, it is expected to provide valuable insights and suggestions for other researchers and practitioners in the field of dance education, promoting the integration and development of dance education and new media technology.

Firstly, the research aims to identify and analyze the current application status of new media technology in dance education. This study will use methods such as field research, questionnaire surveys, and in-depth interviews to document and analyze in detail the use of new media tools in dance majors at XX University. The aim is to reveal how these practices affect education quality, student participation, and the inheritance and innovation of dance skills.

Secondly, this study aims to evaluate the impact of new media on the quality of dance education and student learning experience. Through an in-depth analysis of dance majors in universities in XX city, this study aims to explore how new media can improve or challenge traditional dance education models, especially in enhancing students' learning efficiency, enhancing their innovative abilities, and critical thinking.

Once again, the research objective includes exploring the potential and challenges of new media in promoting the development of dance profession. This study will evaluate the opportunities and risks of dance education in the new media environment, providing empirical basis for dance educators, students, and policy makers to develop corresponding strategies and measures to optimize the quality and effectiveness of dance education.

Finally, the purpose of this study is to propose recommendations based on empirical research results, aiming to optimize the educational practice and curriculum design of dance majors in XX universities. By gaining a deeper understanding of the specific impact of new media on dance education, the study will provide strategies and suggestions to help educators and school management effectively integrate new media technology, improve educational effectiveness, promote the comprehensive development of students, and ensure the continuous innovation and inheritance of dance art.

Literature Review

1. Current research status in foreign countries

Wang B (2022) pointed out that many foreign universities have carried out dance education, providing more ways for students to learn dance movements, strengthening the dance teacher team, and improving the content and methods of education, effectively promoting students to actively participate in dance movements, which is also conducive to the development of dance courses. Liana Regan (2018) analyzed in detail the innovation brought by new media technology to dance education. Regan believes that new media technologies, especially augmented reality (AR) and virtual reality (VR), provide new dimensions for dance education. By using these technologies, students can learn dance in a virtual environment, breaking through the limitations of geography and physical space. In addition, Regan also pointed out that social media platforms provide a new place for dance artists and students to showcase and communicate, which helps to increase student motivation and engagement. However, Regan also reminds that while new media technology brings opportunities for dance education, there are also challenges, such as unequal access to technology and the need to develop high-quality content that is more suitable for dance education. Kasimir Schmidt (2020) explores the challenges and opportunities faced by dance education in the new media era. Schmidt emphasized the potential of digital tools in improving teaching efficiency, promoting personalized learning, and enhancing students' global perspectives by comparing traditional education models with emerging digital dance education models. He specifically mentioned how online dance courses and interactive dance platforms have promoted the democratization of dance education, allowing more people to have access to and learn dance. However, Schmidt also pointed out that the digital divide, the adaptability of teachers to new technologies, and the limitations of teacher-student interaction in online learning environments are issues that current dance education needs to address. Anastasia Petrova (2021) examined the practical application and effectiveness of social media in dance education through quantitative analysis methods. Petrova found that social media not only increases students' interest in dance learning, but also promotes their progress in dance skills and creative expression. By sharing dance videos and participating in dance challenges on social media, students can receive immediate feedback, which stimulates their learning motivation. In addition, Petrova emphasizes that social media also provides students with a platform to showcase themselves and communicate with the global dance community, which helps cultivate their cross-cultural understanding abilities.

In summary, with the development of society, the importance of dance education in universities is gradually being reflected. Dance education is an important part of dance education and has been favored by many college students. Dance has high athletic value, and many scholars have conducted certain investigations and research on dance, obtaining certain research results, which can to some extent promote the good development of dance in universities. However, the development of dance sports in our country has been relatively short, lacking certain experience, and there are still certain shortcomings in education. Therefore, this article conducts a survey and research on the dance education situation in XX universities to further enhance the research results in China and promote the further development of dance sports.

Literature review

Based on the analysis and organization of literature at home and abroad, and considering the current research situation in China, dance education in the new media era has been promoted and popularized at different depths in various comprehensive universities. Based on existing research, with the development of society, the importance of dance education in universities is gradually being reflected. Dance teaching is an important content of dance education and has a certain degree of popularization in comprehensive universities. Many scholars have conducted investigations and research on dance education, and have achieved certain research results, which can promote the good development of dance education in universities to a certain extent. Scholars are paying attention to the impact of new media on teaching methods, artistic creation methods, and interdisciplinary aspects of art education. Researchers have made many beneficial discoveries in these areas, providing strong theoretical support for the development of art education. Therefore, this article conducts a survey and research on the dance education situation in XX universities to further enhance the research results in China and promote the further development of dance sports.

In the field of international research, international research also focuses on the challenges and opportunities faced by art education in the era of new media, such as educational equity, teacher training, and student privacy protection. These studies provide valuable references for us to understand the global context of art education in the era of new media. In the field of domestic research, scholars are paying attention to the impact of new media on Chinese art education, the positive effects it has on students, and the practical challenges it faces. The research results show that art education in the era of new media has made significant progress in teaching methods, artistic creation methods, and educational resources. However, domestic research has also pointed out that art education in the era of new media still faces challenges in terms of teacher quality, uneven resources, as well as intellectual property and privacy protection. These studies provide strong support for us to better understand the current situation and development trends of art education in China.

In summary, the above literature on dance education in the new media era has provided some inspiration and assistance for this study. Many valuable achievements have been made in the development and influence of art education in the era of new media both domestically and internationally, providing theoretical basis and practical guidance for the reform and development of art education. However, based on existing research, the emergence and development of new media have had a profound impact on dance education, bringing new ways and means for dance teaching, creation, and performance. Researchers have focused on multiple aspects of new media in dance education, including teaching methods, learning experiences, creative methods, and communication methods. Through online videos, live streaming platforms, and other means, dance education can transcend geographical limitations and expand its audience and influence. Meanwhile, new media technologies such as virtual reality and augmented reality can provide an immersive learning experience and enhance

learning effectiveness. In addition, new media has made dance education more personalized and customized, and teaching content and methods can be adjusted according to the needs and situations of learners.

So whether it's basic education or dance education, new media technology is bringing unprecedented changes to the field of education. This is not only reflected in the updating of learning methods and the enrichment of teaching resources, but more importantly, new media technology has played a core role in promoting the globalization, personalization, and interactivity of education. For students, cross-cultural communication, authentic immersive experiences, and personalized learning paths have become a daily routine. However, these changes are not without challenges. Many scholars have reminded us that the introduction of technology should not be blind, and we should maintain vigilance towards the balance between technology and education, technology and art. Especially in the fields of dance and art, the value of human body, emotions, and traditional culture remains irreplaceable. New media technology should be viewed as a tool and platform, not an end in itself. As for the future prospects, it can be foreseen from the literature that with the continuous progress of technologies such as virtual reality, augmented reality, artificial intelligence, etc., their applications in the field of education will become more profound. However, at the same time, cultivating students' critical thinking, cultural awareness, and innovative abilities will be the direction of future education development. New media and artificial intelligence are just auxiliary, and the subject consciousness is still the student. Therefore, in the process of self-directed learning, there are inevitably some problems that need to be deeply explored and avoided. Future education will pay more attention to the organic combination of technology, art, and cultural heritage, providing students with a more complete, rich, and balanced learning experience. Regarding the literature on dance education that has been consulted, there are not many available literature on dance education in the new media era compared to dance education that is generally still stuck in the traditional media era. Although the entry point for functional research in this paper is different, some of the viewpoints also provide reference directions for the research in this paper.

Methodology

1. Literature review method

This article explores "Dance Education in the New Media Era - Taking the Education of Dance Majors in a Certain University as an Example", and delves into existing literature materials in the two key areas of "Dance Majors in Universities" and "Dance Education" to ensure that the research is based on a solid theoretical foundation. Through searching relevant literature in two authoritative databases, China National Knowledge Infrastructure (CNKI) and Wanfang Data, this study found a total of 1123 articles with the keyword "university dance major", and 181 articles with the keyword "dance education". This extensive literature search not only reveals the research heat and trends in these two fields, but also reflects the academic community's emphasis on dance education, especially at the university level. From these literature, this article selected 15 representative and influential studies for detailed reading and analysis, aiming to comprehensively understand the education status, development process, existing problems, and innovative practices of dance profession and dance education. These documents cover multiple aspects of dance education, including curriculum design, educational methods, student evaluation, professional development strategies, and the application of new media technologies. By comprehensively analyzing these research results, this article is able to construct a multi-dimensional understanding framework, providing solid theoretical support for further empirical research and paper writing. In addition, this literature review not only deepened the understanding of the characteristics of dance majors and the challenges of dance education in universities, but also provided important clues for this study to identify the development opportunities and innovative paths of dance education in the new media environment. Through in-depth analysis of these literature, this article aims to reveal

how dance education can adapt to the changes in the new media era, promote the inheritance and development of dance art, and provide dance major students with more abundant, diverse, and high-quality educational resources and learning experiences. This literature review not only enriches the theoretical perspective of this study, but also provides useful reference and inspiration for subsequent research method design and data analysis.

2. Investigation method

2.1 Questionnaire survey method

According to the research purpose and direction of the paper, a carefully designed survey questionnaire is a key tool for exploring the cognition of dance courses and their specific situations among college dance majors. To ensure the validity and reliability of the questionnaire, we adopted an expert verification method and invited authoritative experts in the field of dance education from the art college of the target school for review. These experts include two professors and three associate professors, who have rich experience and profound professional knowledge in dance education and training, and can provide key professional feedback for questionnaire design. The questionnaire aims to comprehensively understand students' attitudes, satisfaction, participation in dance courses, as well as their views on the educational quality, practical opportunities, and innovative ability development of the courses. By consulting with these experts, not only can we ensure the professionalism and comprehensiveness of the questionnaire content, but we can also optimize the questionnaire structure, question expression, and evaluation criteria, thereby improving the accuracy and scientificity of the survey. During the expert review process, the experts provided valuable opinions and suggestions on the content, structure, and design of the questionnaire, ensuring that the questionnaire can effectively capture the real feelings and needs of dance majors in universities for dance education. These feedbacks have helped us adjust and improve the questionnaire design to better align with the research objectives, while ensuring the effectiveness and reliability of data collection. Through this expert review process, our questionnaire design has not only been recognized by industry experts, but also enhanced the scientific and practical nature of our research. This will lay a solid foundation for subsequent data collection and analysis work, further promoting the in-depth understanding and comprehensive analysis of the current situation of dance education in universities in the new media era in this study.

Table 2-1 Expert Information Table (n=5)

	professor	associate professor
Number of people	2	3
percentage	40.00	60.00

By asking 5 experts about the validity of the questionnaire structure and content, it was found to be basically appropriate. The specific information is shown in the table below.

Table 2-2 Statistical Table for Validity Testing of Questionnaires (n=5)

	Very appropriate	Basically appropriate	Inappropriate
Questionnaire structure validity	3	2	0
percentage	60.00	40.00	0.00
Validity of questionnaire content	4	1	0
percentage	80.00	20.00	0.00

After testing the reliability and validity of the questionnaire, a survey questionnaire was distributed to 150 students from the art college of the target school. Among them, 143 questionnaires were collected, with a response rate of 95.33%; There are 137 valid questionnaires, with an effective rate of 95.80%. The main survey focuses on the use of new

media in dance education by students, as well as the school's dance curriculum, training, competitions, and teaching staff.

In order to verify the reliability of the questionnaire results, a retesting method was used for testing. After collecting the questionnaire for 14 days, the questionnaire was distributed again to the same group of visitors, and the results obtained were basically consistent with those of the initial survey, thus proving the reliability of the questionnaire.

2.2 Expert Interview Method

Conduct interviews with associate professors who have been engaged in dance education for more than 6 years through phone calls, face-to-face interviews, and other means to consult on relevant issues related to dance education.

2.3 Mathematical Statistics

Organize the collected data and use Excel 2019 software to process and statistically analyze the effective data, providing data support for the research paper.

Results

At present, with the gradual development of new media, it can bring good development to dance education. China's attention to the development of dance education in universities is increasing. In order to further understand the development of martial arts film education in the new media era, the following will investigate the use of students, their cognitive situation, their motivation to participate, the progress of courses and competitions, as well as the situation of school teachers and facilities, in order to comprehensively understand the development of new media in dance education.

1. Students' understanding of new media

Table 1-1 Student Perception of New Media (n=137)

	Very familiar	Relatively familiar	commonly	Not very family
Number of people	21	98	13	5
percentage	15.33	71.53	9.49	3.65

From Table 1-1, it can be seen that 21 students are very familiar with new media, accounting for 15.33%, indicating that they have a certain understanding of new media; 98 students have a good understanding of new media, accounting for 71.53%, indicating that the majority of students have a certain understanding of new media; Thirteen students, accounting for 9.49%, have a relatively average level of understanding of new media, indicating that some students do not have much knowledge about new media; There are 5 students who are not very familiar with new media, accounting for 3.65%, indicating that some students do not have much understanding of dance. Through the survey results, it was found that students have reached a certain level of awareness of new media, which has rapidly affected the development of dance education. From this, we can see that students still have a relatively high awareness of new media. Therefore, we should actively strengthen the guidance of the correct use of new media.

2. Student dance education courses, competitions, and training situations

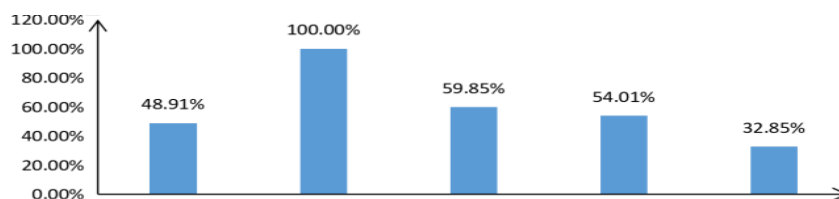


Figure 1-1 Survey on the Content of Dance Education Courses for Students (n=137, Multiple Choice)

From the data in Figure 1-1, it can be observed that 67 students, accounting for 48.91%, stated that the content of the dance course includes dance theory knowledge; 137

students, accounting for 100.00%, learned the basic step combinations of dance; 82 students participated in specialized strength training for dance, accounting for 59.85%; 74 students participated in physical training, accounting for 54.01%; There are 45 students studying other content, accounting for 32.85%; From the survey results, it can be found that many students lack sufficient content and do not pay much attention to theoretical education, which hinders the development of dance courses. From this, it can be concluded that the content of dance courses for students needs to be more diverse and comprehensive to meet their diverse needs. Improve the quality of dance courses, enable students to develop comprehensively, stimulate their overall interest in learning, enhance their overall quality, and enhance their sense of social responsibility.

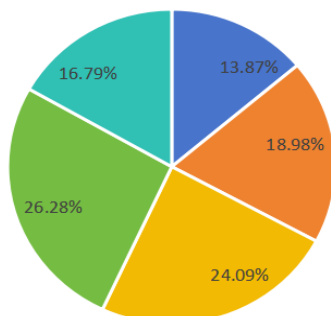


Figure 1-2 Survey on the frequency of dance competitions (n=137)

From the data in Figures 1-2, it can be found that 19 people, accounting for 13.87%, believe that dance competitions are held very frequently; 26 people believe that dance competitions are held more frequently, accounting for 18.98%; 33 students expressed that the number of dance competitions held was relatively average, accounting for 24.09%; 36 students, accounting for 26.28%, have fewer occurrences of dance competitions; 16.79% of students believe that the frequency of dance competitions is very low, with 23 people in public. From this, it can be seen that the majority of students believe that the limited number of dance competitions does not promote the good development of dance sports. From this, it can be concluded that the current number of dance competitions still needs to be increased to meet the needs of students to participate in the competition. In addition, it is necessary to provide students with more opportunities to participate in competitions, such as organizing extracurricular activities and competitions, to help them gain more opportunities for exercise.

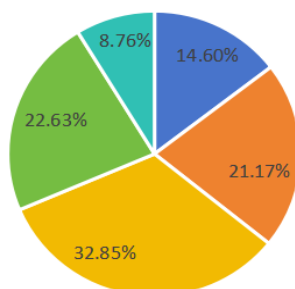


Figure 1-3 Investigation of Dance Training Effectiveness (n=137)

From the data in Figures 1-3, it can be observed that 20 students, accounting for 14.60%, reported excellent performance in dance training; 21.17% of students believe that dance training has a relatively good effect, with a total of 29 students; 45 students, accounting for 32.85%, believed that the effectiveness of dance training was average; 31 students expressed that the effect of dance training was not very good, accounting for 22.63%; A total of 12 students, accounting for 8.76%, believed that the effectiveness of dance training was not good; From the survey results, it can be found that some students believe that the effectiveness of dance training is not good enough, which hinders the further development of dance training. From data analysis, it can be seen that the current effectiveness of dance training is not uniform for everyone. Therefore, we should strengthen the training of dance, continuously enhance students' enthusiasm for participation, improve their technical level, and enable them to better master dance skills. At the same time, we also need to strengthen the management of dance education and teaching, develop teaching methods that are suitable for students, and provide more opportunities to exercise their physical fitness, allowing them to fully unleash their potential.

3. Motivation of students to use new media

Table 1-2 Investigation Form on Motivation of Students to Use New Media (n=137)

	Interests and hobbies	exercise	Mastering skills	Academic requirements	other
Number of people	22	27	29	43	16
percentage	16.06	19.71	21.17	31.39	11.68

From the data in Tables 1-2, it can be found that 22 students, accounting for 16.06%, expressed that their motivation to use new media is for their interests and hobbies; 27 students, accounting for 19.71%, expressed that their motivation to use new media is to exercise their bodies; 29 students, accounting for 21.17%, were motivated to master skills in using new media; 43 students, accounting for 31.39%, expressed that their motivation to use new media is for academic purposes; 16 students, accounting for 11.68%, expressed that their motivation to use new media was due to other reasons; From the survey results, it can be found that many students are motivated by academic requirements and have strong participation enthusiasm. From this, it can be seen that when students use new media, their participation motivation comes from their own professional background. Therefore, the use of new media has promoted the development of dance education.

Table 1-3 Investigation Form on Motivation of Students to Participate in Dance Training and Competitions (n=137)

	Interests and hobbies	Verify learning outcomes	make friends	Received honors	other
Number of people	24	28	15	56	14
percentage	17.52	20.44	10.95	40.88	10.22

From the data of 1-3, it can be found that 24 students, accounting for 17.52%, expressed that their motivation for participating in training and competitions is interest and hobbies; 28 students participated in training and competitions with the motivation to test their learning outcomes, accounting for 20.44%; Fifteen students participated with the motivation of making friends, accounting for 10.95%; 56 students participated motivated to receive honors, accounting for 40.88%; 14 students participated with other motivations, accounting for 10.22%; From the survey results, it can be found that students have diverse motivations for participation.

4. Situation of dance course faculty

Table 1-4 Statistics of Dance Course Teachers

	professor	associate professor	lecturer	Teaching assistant
dance department	2	3	5	2

From the data in Tables 1-4, it can be found that through the survey of student groups, the number of educational teachers in the school was obtained, including 2 professors, 3 associate professors, 5 dance instructors, and 2 dance assistants. From the survey results, it can be found that the majority of dance education is carried out by ordinary teachers, and the overall level of education is insufficient. It can be concluded that the strength of dance teachers in universities is relatively weak, which will have a certain impact on dance education. In order to better improve the level of dance education, emphasis is placed on strengthening the construction of the teaching staff, improving the comprehensive ability level of teachers, and strengthening the construction of the teaching staff. In addition, effective measures should be taken to strengthen the training of dance teachers, improve their professional quality and educational level, and ensure the quality and level of dance education in universities.

Discussion

1. Students' awareness and motivation to participate in offline dance education are affected

In the era of new media, the problem of insufficient participation awareness and motivation among dance education students in target universities is specifically manifested as the distraction caused by information overload, the long-term contradiction between immediate satisfaction and dance learning, the excessive demand for multitasking ability, and the increase in self-expression pressure. The existence of these problems seriously affects the investment and enthusiasm of students in dance education, becoming a challenge that dance educators and universities need to take seriously and solve.

2. The cultivation and skill literacy of dance teachers are disconnected from new media

In the context of the new media era, dance education, as an important component of art education, keeps pace with the times and faces various challenges. Among them, the problem of the disconnect between the cultivation and skill literacy of dance teachers and new media is particularly prominent. This problem not only affects the quality and efficiency of dance education, but also limits the dissemination and development of dance art in the new media environment. As the direct executor of dance education, the modernization level of dance teachers' professional abilities and skill literacy is directly related to the effectiveness of dance teaching activities and the cultivation of students' dance literacy.

3. The quality of dance education courses is difficult to adapt to the trend of new media

The problem of difficulty in adapting the quality of dance education courses to the trend of new media is becoming increasingly prominent in today's era, mainly manifested in insufficient integration of teaching content and new media, low compatibility with student needs, lack of teaching methods and resources, and insufficient cultivation of comprehensive literacy and skills. In order to better adapt to the development trend of the new media era, dance education needs to strengthen the integration and innovation with new media, update teaching concepts and methods, actively explore diverse teaching methods and resources, pay attention to meeting the personalized needs of students, strengthen the cultivation of comprehensive literacy and skills of students, thereby improving the quality and influence of

dance education courses, and cultivating more outstanding dance talents who can meet the needs of the new media era.

4. Insufficient utilization of new media platforms in dance education

There are a series of shortcomings in the utilization of dance education in universities on new media platforms, including low presence, insufficient content innovation, insufficient interactivity, and insufficient professionalism and depth. In order to better leverage the role of new media platforms in dance education, dance colleges in universities need to strengthen their understanding and recognition of new media, actively explore innovative forms of content expression, enhance interaction and communication with the audience, deepen the exploration and interpretation of dance art, thereby enhancing the dissemination and influence of dance education in the era of new media, and promoting the inheritance and development of dance art.

Conclusion

This paper explores the opportunities, challenges, and development directions of dance education in the era of new media. By analyzing the opportunities of dance education in the new media environment, we found that new media has brought better communication and promotion conditions, innovative teaching methods, cross-border cooperation and performance opportunities, and expanded channels for obtaining teaching resources for dance education. However, there are also challenges, such as the improvement of technical requirements, the demand for students to learn independently and manage their abilities, resource imbalance and accuracy issues, as well as conflicts with traditional teaching concepts. In order to overcome these challenges, dance education needs to focus on balance and integration, use new media to improve the content system of dance textbooks, pay attention to the combination of in class and out of class learning, cultivate dance teachers' new media literacy, enhance digital inclusivity and fair distribution of resources, cultivate students' self-learning ability, and improve the quality and accuracy of resources. This study proposes practical suggestions from several aspects, including continuing to promote the development of new media technology, providing opportunities for innovation in teaching methods, enhancing teaching competitiveness based on the essence of dance education, diversifying and practicing dance courses, focusing on student needs, improving resource quality and accuracy, and emphasizing the integration and optimization of dance art education resources. The aim is to improve the quality and efficiency of dance education in the context of new media.

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