



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

Heng Liu

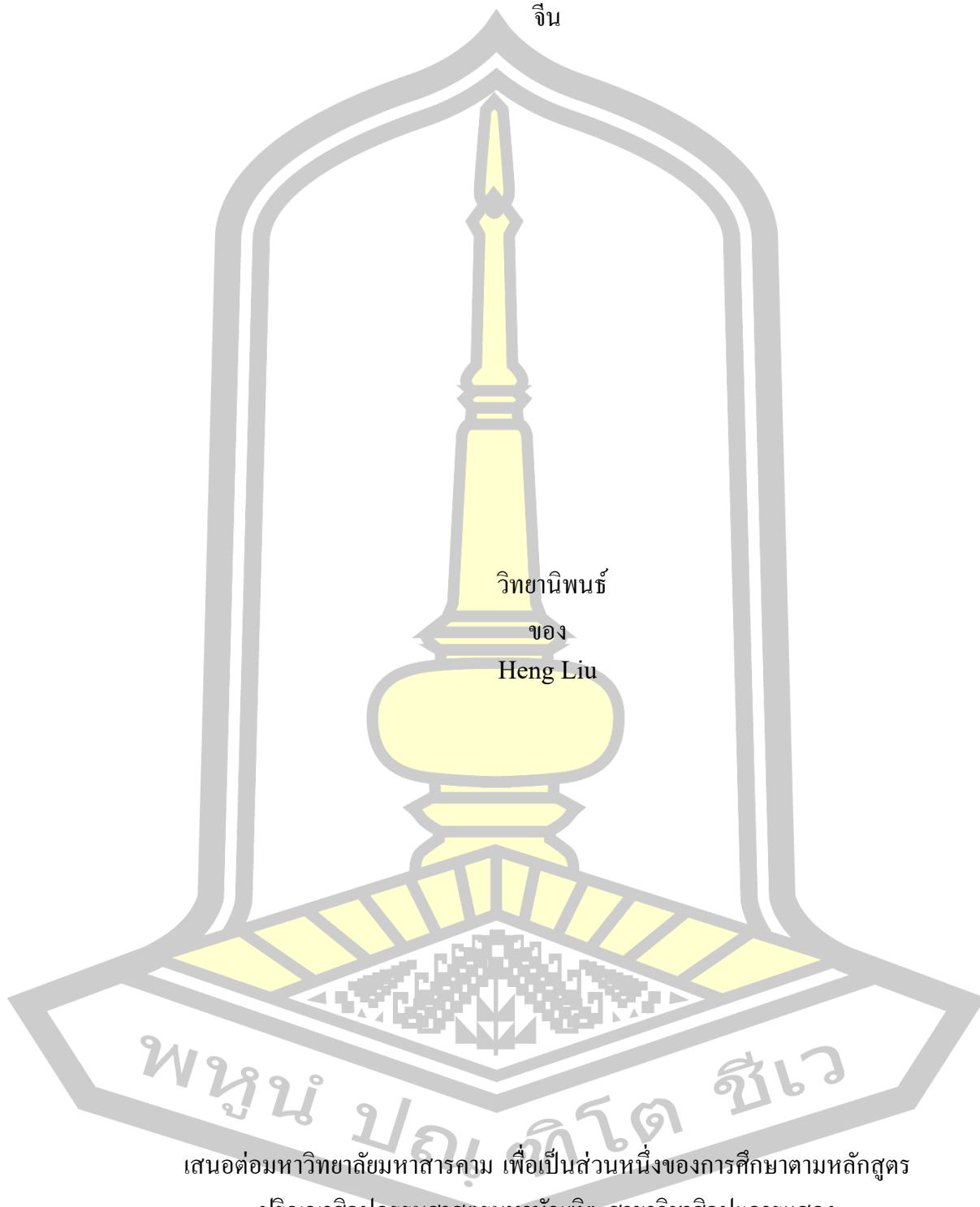
A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Fine and Applied Arts in Performing Arts

May 2024

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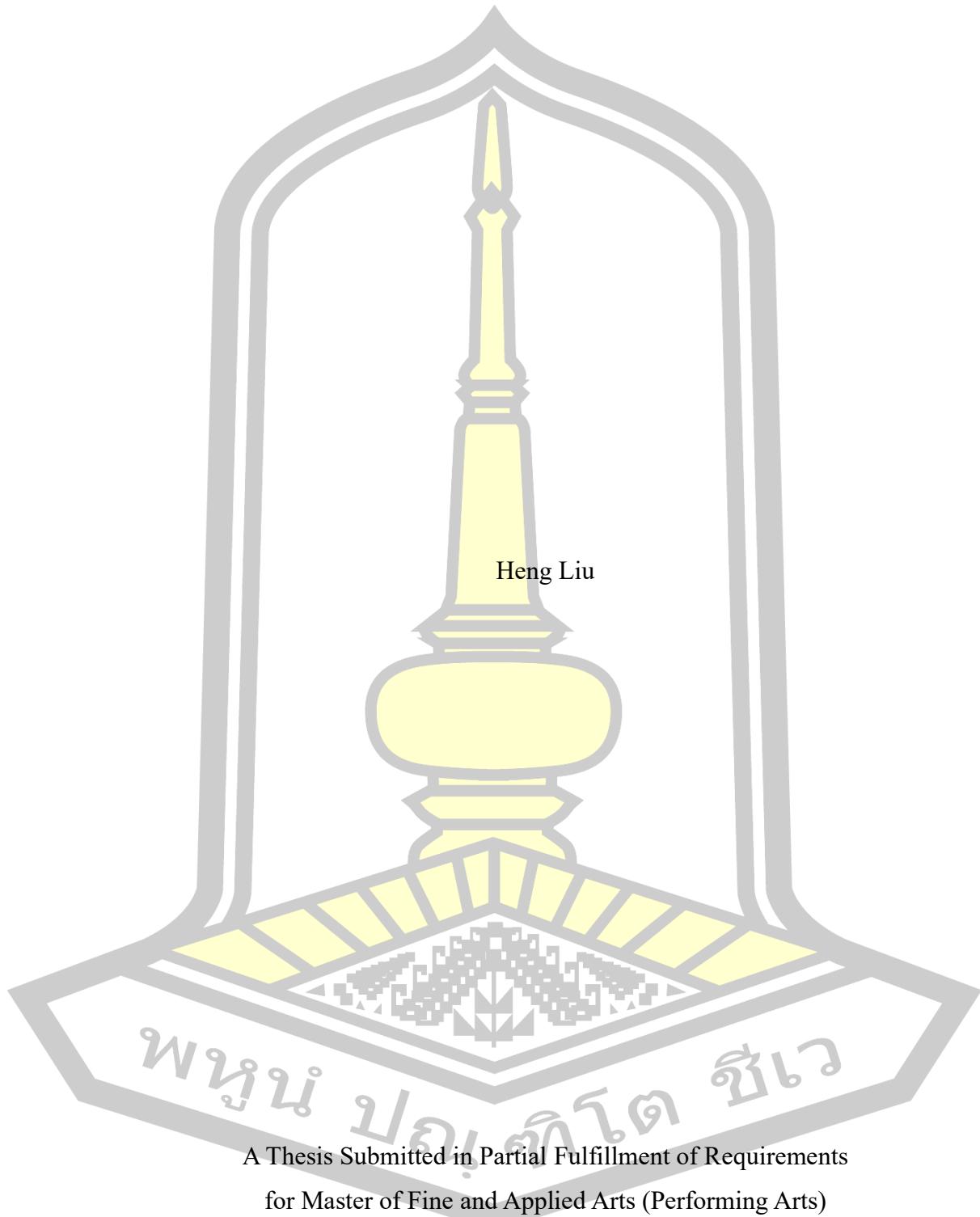
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A Thesis Submitted in Partial Fulfillment of Requirements
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May 2024

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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.

Research was found that The Main Vocational and Technical College in Henan province including Ping ding shan, Xin yang and An yang Vocational and Technical college where Pingdingshan Vocational and Technical College has the largest school. For the current situation of dance education management in three schools is (1) Dance 's teachers have no more professional training (2)There are differences in course design, professional design and salary for teachers (3) There are differences number of dance classrooms, theater, and teaching equipment in each school. More Over, The Dance management of Three vocational and technical college of Henan province are (1)The external factor is the Dance career society in China have demands high-quality dancers, also the competition is high (2) The internal factors are the Quality of dance teachers, the curriculum design, teaching facilities, and the ability of Dance's students.

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.

Keyword : Dance management, Pingdignshan Anyang Xinyang, Vocational and Technical College, He Nan

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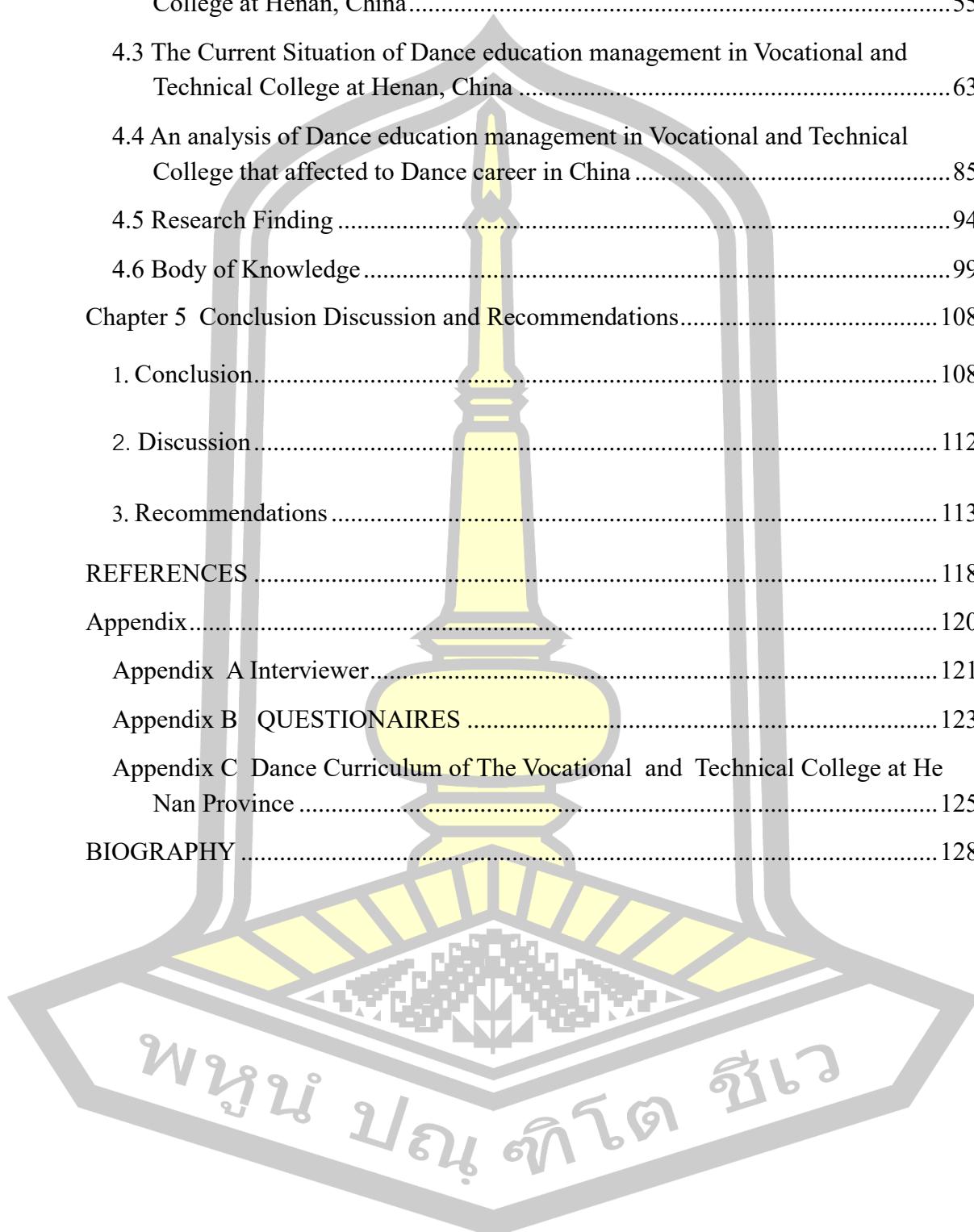
In addition, the students of the same class have provided great help from the opening stage of this paper to the completion of the paper. Today, I still often ask about my work, life and the completion of the paper, and provide reasonable opinions and suggestions according to my own practical experience. Roommates and teachers are often related to the progress of my paper, and put forward targeted opinions and suggestions. They also often remind me to take the paper seriously, not be careless, and be careful in revising. And my family, especially my wife, thank you for the most family pay, thank you in life and work to give me meticulous care and support, just have From my current paper and research results.

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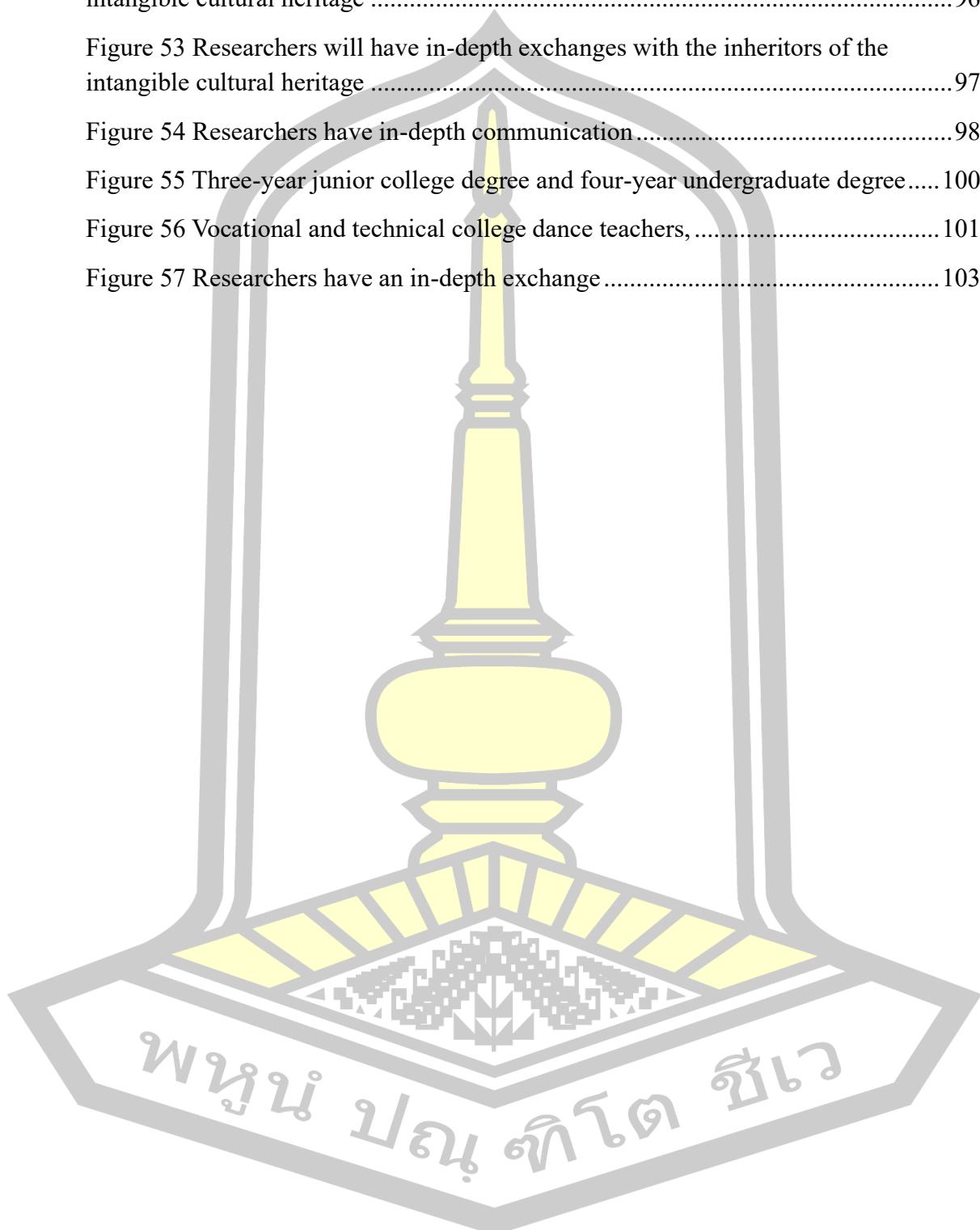
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Chapter 1

Introduction

1.1 Research Background

Education policy is an important part of the national public policy. every time the adjustment of education policy means a major education reform, both directly affect the direction of macro education development, speed, scale and efficiency, and indirectly affect the quality and efficiency of micro education activities, the relationship between social and individual education opportunities and quality. Strengthen the study of education policy, has become the consensus of modern countries, it is conducive to promote the democratization and scientific national education policy and management, and improve the social public understanding of national education policy and understanding and support level to ensure the smooth development of education career, but also to promote education scientific research into practical application. Domestic research on this field is still weak. The whole society and the educators should pay more attention to the reform and transformation of education policy and strengthen the research of education policy.

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has pointed out that, Strengthening cultural confidence is a major issue concerning the rise and fall of the country, cultural security, and the independence of the national spirit. The report to the 19th National Congress of the CPC further proposed to strengthen cultural confidence and promote the prosperity of socialist culture.

In recent years, the cultural confidence as a national soft power is emphasized, art is an important part of national culture, art education is to improve the national aesthetic accomplishment and culture, the means of connotation, and Chinese dance activities has the characteristics of "body and mind " in presents a diverse and rich form, both around the art creation and production of high art, and have A folk art integrating the function of physical fitness and the enjoyment characteristics of aesthetic pleasure.

In his speech on the 90th anniversary of the founding of the Party, Xi Jinping pointed out that "Cultural confidence is more fundamental, broader and profound confidence." In philosophy and social sciences symposium speech pointed out that to speed up the construction of philosophy and social sciences with Chinese characteristics, according to based on China, abroad, mining history, contemporary, caring human, future-oriented thinking, strive to build philosophy and social sciences with Chinese characteristics, in the guidance, think, subject system, academic system, discourse system fully embodies the Chinese characteristics, Chinese style, Chinese style. therefore, The development of dance discipline has also become an important part of enhancing the country's cultural confidence. In China, after the promotion of dance to the first level discipline, the connotation of the first and second level dance is separated. The first-level dance includes dance performance, choreography and dance with "history theory" as the core. As a discipline, grand dance only includes elegant art dance around higher education, and the scope of subject knowledge of great dance should be further expanded. The second level disciplines are dance performance,

choreography and "history theory" as the core, as well as the dance education under construction, and these four parts together constitute the professional direction, that is, the first level The practice and theory of subject knowledge connotation. At present, Beijing Dance Academy, Chinese Academy of Arts, Minzu University of China and other dance higher education institutions have made great achievements in dance performance, choreography, dance history research through the efforts of nearly 40 years. Retrieved from (http://www.qstheory.cn/wp/2017-09/29/c_1121747118.htm)

The practical needs of education reform and development: economy is the foundation of education development and the driving force of education reform and development. Education policy must be adjusted in time on the track of democracy and science in order to adapt to the changes of economic and social development and the needs of the public.

China's education system consists of four parts, namely, basic education, vocational education, adult education and general higher education.

The central government believes that, in order to fundamentally change this situation, we must start with the education system and carry out the reform systematically. Reform the management system, while strengthening the macro management, resolutely streamline administration and delegate power, expand the autonomy of schools; adjust the educational structure, and reform the labor and personnel system accordingly. We should also reform the educational ideas, educational content and methods that are not compatible with socialist modernization. After reform, to create a new situation of the education work, make the basic education to strengthen, vocational and technical education is widely development, the potential of colleges and vitality into full play, school education and school, school education, education at all levels can take the initiative to adapt to the needs of various economic and social development.(The Decision of the CPC Central Committee on the Reform of the Education System,1985) Retrieved from (http://m.jyb.cn/zyk/jyzcfg/200602/t20060219_55336_wap.html)

This paper expounds the basic position of the education in the formation of the comprehensive national strength, and carries out the strategic deployment for further deepening the education reform and comprehensively promoting the quality-oriented education. It is divided into four parts: comprehensively promote quality education and cultivate new socialist students to meet the needs of the modernization construction in the 21st century deepen education reform to create conditions for the implementation of quality education; optimize the structure to build the quality of quality education; strengthen leadership, and the whole party and the whole society to create a new situation of quality education. (The Decision of the CPC Central Committee and The State Council on Deepening Educational Reform and Comprehensively Promoting Quality-oriented Education, 1999) Retrieved from (<https://mr.baidu.com/r/14HKmuGDmTK?>)

Since the 20th century, with the vigorous development of society, the guiding role of education policy has become increasingly prominent. The research on education

policy has become a focus of theoretical research in various countries. People are increasingly concerned about what kind of education policy is a good policy and how to make a good education policy. In 1995, the Communist Party of China put forward the strategy of "rejuvenating the country through science and education", which raised education and national development to a height never seen in history. From 1999 to 2001, the national education authorities held the national senior seminar on education policy for three consecutive years to conduct extensive and deep discussion on the major and practical theoretical and practical problems concerning the development of education in China, such as domestic and foreign education policy analysis, education industrialization, private education and enrollment expansion of colleges and universities, and made a certain exhibition.

The influence of foreign education policy research. Foreign education policy is becoming the most prominent content and the most concerned hot field in education research, and its development momentum is rapidly and gradually entering the core area of education research.

The main performance is from planning research to macro decision-making research. From the specialized talent demand prediction and education planning research, further development into the strategic planning research. From the quantitative prediction and quantitative target of educational development to the direction and trend research of strategic thinking and decision-making, it provides the basis for leading departments to make macro-decision decisions and formulate policies and plans.

From the research of the internal development of traditional education to the research of the coordinated development of educational system and economic and social system, with the study of the relationship between educational environment and educational subjects as the logical starting point. From the narrow educational growth to the comprehensive development of education system, strengthen the adjustment, optimization and coordinated development, such as the comprehensive index system of educational development, the relationship between the overall goal and structural goal of educational development, the relationship between educational development goal and education investment. Under the joint action of the above several dominant factors, China's education policy research came into being.



Art education is a link in the development of students' education in China. In the current reform of students' education in universities, people have a new understanding of art education training. Especially in the teaching of colleges and universities under the background of core literacy, people have realized the necessity and trend of cultivating art education, and have made corresponding adjustments in the formulation of development strategies of art education. In the process of implementing art education, how to highlight the characteristics of education management has become one of the important discussion contents of art education research in colleges and universities. Based on this, in view of the modern society university art education management characteristic research and optimization countermeasures are discussed, in the process of research analysis, to understand the modern society art education in colleges and universities management characteristics and the present situation, the

coquette generation university art education management characteristic optimization theory and related countermeasures have a preliminary understanding and definition, so as to improve the optimization countermeasures, improve the level of art education. (Guo Nifei, 2021)

China has a long tradition of dance education. As a field of art education, dance can harmoniously integrate different aspects of body, mind, emotion and society. College dance education is the most favorite course for college students. It can not only improve their body shape and cultivate their temperament, but also promote their overall development. Therefore, dance education in colleges and universities is of great significance to every student, which is worthy of continuous promotion and encouragement, so that it can develop rapidly. At present, compared with foreign countries, the dance education in Chinese universities is still in the primary stage, which also determines that Chinese universities still have a great space for development. Therefore, continuously improving the quality of education and the quality of dancers is a relatively important educational problem.

The education system of Chinese dance consists of three parts, the affiliated middle school, vocational junior college, ordinary undergraduate degree.

Beijing dance academy belongs to the undergraduate education, the system is four years, is the only Chinese dance named professional dance institute, specific professional construction is "diversity" professional construction guiding ideology, in 2016, the professional construction reform and adjustment, the original performance professional Chinese classical dance and han classical dance two directions of teaching system together, formed contains "rhyme" "han" tang " dunhuang style common development of diversified teaching system. Therefore, in the plan of the "13th Five-Year Plan", the guiding ideology of "identity, value identification, original source and balanced development" is put forward.

The professional courses include core courses: "Introduction to Chinese Classical Dance", "Teaching Drama", Characteristic courses: Body Rhyme, Basic Training of Classical Dance of Han and Tang Dynasties, Classical Dance of Han and Tang Dynasties, Classical sleeve Dance of Han and Tang Dynasties, Dunhuang Dance, Performance Combination, Basic courses: Basic Skills Training of Chinese Classical Dance. Performing professional is the Beijing dance academy training talent advantages and brand, in recent years, Chinese classical dance department in performance talent training quality always maintain their own characteristics and advantages, cultivate a batch of excellent dance performance elite talent, for national professional troupes provides excellent talent resources, students in domestic and foreign major dance competition and performance, as a main role in the large ballet, has an important influence in the society.

Pingdingshan vocational and technical college is college education, schooling is three years, mainly cultivate morality, intelligence and physique, beauty, labor comprehensive development, practice the socialist core values, has a certain cultural level, good professional ethics and humanistic quality, love dance career, has a solid dance performance skills, have strong dance performance ability and higher dance cultural literacy, in the mass art groups, enterprises and institutions, cultural centers,

cultural media companies, etc., organization choreography, engaged in dance performances, professional counseling, cultural and entertainment activities, with high-quality technical skills.

The professional courses include basic courses: Introduction to dance art, The Development history of Chinese dance, appreciation of Chinese and foreign dance works, and music appreciation. Basis of dance aesthetics; core courses: basic dance skills, Chinese national folk dance, dance repertoire, Chinese classical dance, modern dance, choreography techniques foundation; expanded courses: national folk dance, dance teaching method, dance anatomy foundation, dance grading, dance technical skills.

In addition, college education level has no unified dance teaching material, so has been with Beijing dance academy undergraduate dance textbooks, in the process of teaching materials for many years, found four years of undergraduate teaching materials in three years of college students, the teaching content is too various and difficult, for three college students learning difficulty pressure, students learning interest is not high, lead to the teaching effect is not ideal, does not conform to the three years college students teaching standards and education teaching situation, and teacher's teaching ability is uneven, the understanding of the teaching material is different.

Researcher found that it's a very big problem, which is an urgent problem to be solved at present. There is no unified teaching material for dance students in three-year colleges and universities. If the undergraduate textbooks are continued for four years, it will not be conducive to the education and cultivation of dance students in junior college stage. Therefore, the researchers will try to find ways to solve this phenomenon.

1.2 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.

1.3 Research Question

1. What is the effective way and method of dance education management of Henan vocational and technical college?
2. How to develop the dance education and management of Vocational and Technical College in Henan, China

1.4 Research Significants

1. Explore the approach ideal suitable for dance education management of Vocational and Technical colleges in China

2. It is conducive to the improvement of the overall teaching of dance teachers, so it has certain practical significance.

3. Organize and create teaching materials for dance college performance to improve students' performance.

1.5 Scope of Research

1. Pingdingshan Vocational and Technical College. Henan China.
2. Anyang Vocational and Technical College. Henan China.
3. Xinyang Vocational and Technical College. Henan China.

1.6 Expected Benefits

1. The dance teaching management of Henan Vocational and Technical College can be effectively improved.
2. The teaching level of teachers in Henan Vocational and Technical College has been improved.
3. Henan Vocational and Technical College can train more professional dancers.

1.7 Definition of Terms

Dance Education Management in this dissertation refer to Education management is to have a very good guiding role in education and teaching, is your students who want to manage the students and teachers and teaching sites to maximize the use and operation, so as to achieve a good educational effect. Henan's education management is still in a stage of exploration and development, we need to constantly use the relevant theories of education management to analyze, so as to achieve better education management, so that the education management in Henan up to a higher level. in this dissertation refer to all Dance teaching management are complex science, and its work involves four elements of students' curriculum, teachers and teaching environment. The basic contents of dance teaching management include: teaching plan management, teaching operation management, teaching quality management, and teaching capital construction management. Teaching management work is based on teachers, focusing on students, which is a complex system engineering. Dance education is teaching students a broad understanding of dance as an art form, as well as professional training in specific dance genres. Dance education also includes the research field where scholars conduct original research on the way dance is taught and learned. Since dance itself is now considered as a relevant form of art and music, dance in formal education is strongly related to these disciplines.

Beijing Dance Academy in this dissertation refer to A leading dance school in China and The textbooks published by Beijing Dance Academy are widely used in the dance majors of Chinese ordinary undergraduate schools and the dance majors of colleges and universities including Vocational and Technical College in Henan, China.

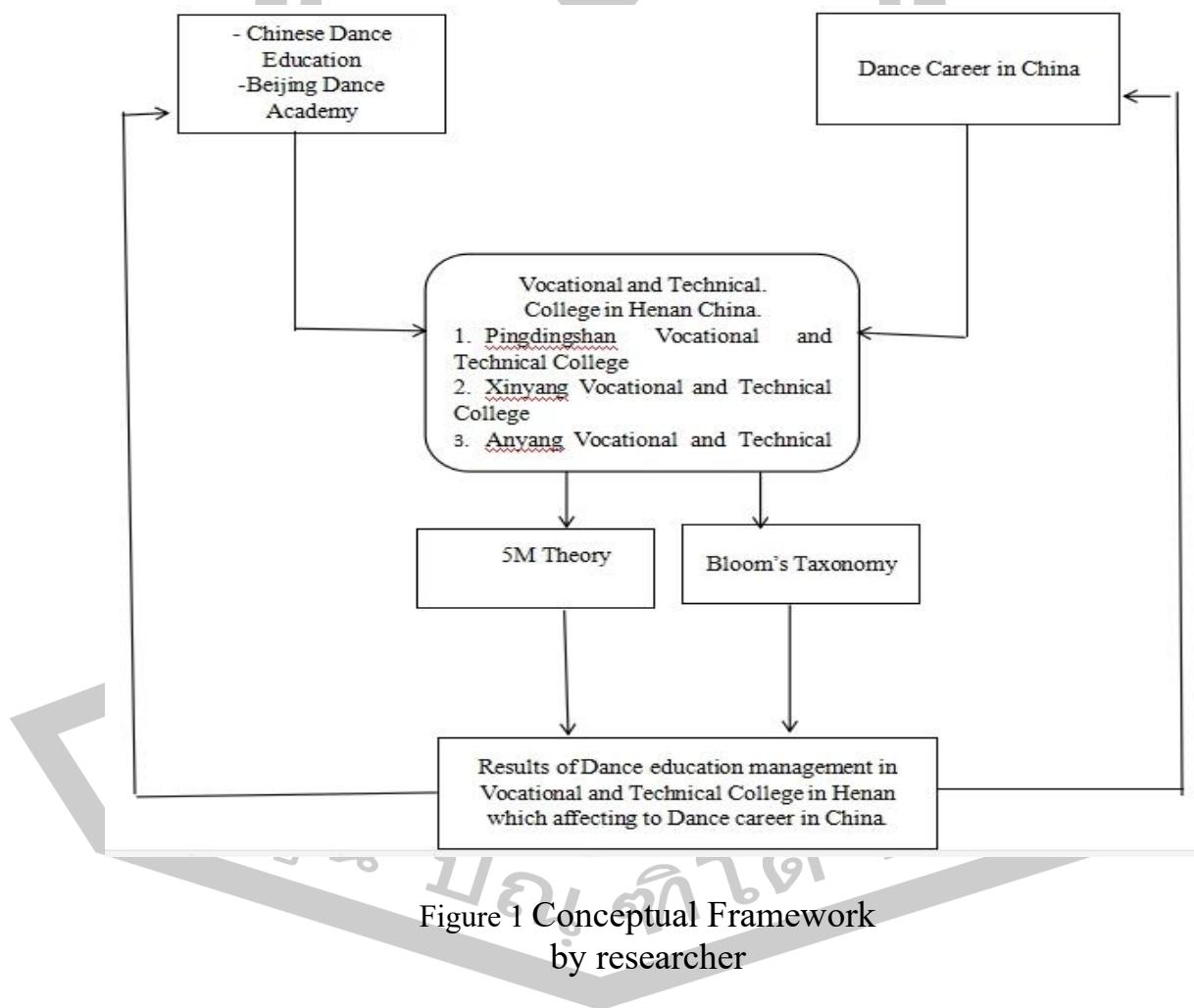
Vocational and Technical College in this dissertation refer to one type of college system of schooling in three years, can recruit students majoring in dance. Including ;Ping ding shan Vocational and Technical College, An yang Vocational and

Technical College, and Xin yang Vocational and Technical College where it is to cultivate more senior talents who meet the requirements of the society,

Dance curriculum in this dissertation refer to The Dance textbooks from Beijing Dance Academy are widely used in Vocational and Technical College in Henan Province

Affecting in this dissertation refer to The study of dance teaching management will improve the vocational dance education in Henan to a higher level, so that students who learn professional dance can not only master professional dance skills, but also go together with dance related theories on the basis of skill improvement, and become compound talents who meet the needs of the current society.

1.8 Conceptual Framework



Chapter 2

Literature Reviews

In this dissertation study on "Dance Education Management of Vocational and Technical College Affecting Dance Career in China" For the research objects, the researchers have determined the problems to be studied, and have conducted the following studies on the relevant literature and the research in various fields in the following ways;

- 2.1 Dance education in china
- 2.2 Dance Career in China
- 2.3 Dance education of Vocational and Technical College in Henan Province
- 2.4 Theory related
- 2.5 Research Related

2.1 Dance education in china

Jin J. & Snook B., (2022) "In Comprehensively strengthening and improving aesthetic education in a new era: An examination of the dance education major at the Beijing dance academy, China" has a proud history of dance excellence. Historically, dance education has focused on performance skills, therefore it is difficult for most people, to grasp that a dance education pedagogy can lead students in a creative and inclusive manner, where technically well performed 'steps' are not as important as the process.

China is currently developing a modern system of dance education in schools, with a focus on the creative process while maintaining its highly valued Chinese characteristics. Western countries where dance education has long been included in their curricula, can still struggle with understanding that educational dance is much more than technically well performed steps. Change is complex, especially when dance is viewed by many as a performance only.

This article outlines the difficulties in implementing a radically different dance curriculum to what has gone before. The Beijing Dance Academy provides the dance education major that other Universities look to when preparing dance education teachers in China. Our focus is therefore upon the dance education major offered there. We begin by outlining the history of dance education in China and continue by discussing the context and the complexity of change, before outlining the change and difficulties themselves important role in cultivating students' sound personality. This study mainly analyzes the current situation of dance teaching in secondary vocational colleges in China, the significance of dance teaching reform in secondary vocational colleges in the new period and the specific practical strategies.

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The Beijing Dance Academy provides the dance education major that other Universities look to when preparing dance education teachers in China. Our focus is therefore upon the dance education major offered there. We begin by outlining the history of dance education in China and continue by discussing the context and the complexity of change, before outlining the change and difficulties themselves

Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction. Students develop literacy in dance as they learn about, and develop skills in, performing, choreographing, and responding to a variety of genres from a range of historical and contemporary contexts. The way ahead may be long, and for dance education in China, it is important to examine what the Beijing Dance Academy are offering in their dance education major, as it is their lead that is followed by other Universities and teacher training institutions in China.

Zhou Yuan, (2023) China's education field is constantly innovating and developing. The training of talents should not only be limited to the training of cultural courses and professional courses, but also carry out all-round training and make some achievements in the field of art education. Therefore, art education must further improve the management mechanism, and combined with the development characteristics of The Times for innovative construction, so as to truly cultivate high-quality, characteristic art talents, to meet the needs of social development.

Dance education has always been one of the important contents of China's education, but also an important product of aesthetic consciousness. What height, a country can develop to, depends largely on the height and level of art. So urgent is to deepen the art education, but from the point of reality, the management of art education situation is still not optimistic, there are many problems, cause, the cultivation and development of art talents, so, must increase the intensity of reform and innovation, constantly improve the management mechanism, build a new system, promote the sustainable development of art education.

In a word, under the background of the sustainable development of the society, the art education work should also be constantly innovated and developed.

In the past process of art education, the overall management mechanism was relatively backward, and universities also lacked attention, which seriously restricted the development of art education. Under the background of the new era development, the demand for artistic talent more and more big, so, art education must constantly reform the original, management mechanism, standing at the height of The Times,

education management optimization scheme, create, constantly adjust the existing management strategies and methods, actively improve the selection mechanism, increase the intensity of teachers' troop construction, establish incentive system. There with At the same time, the assessment method of art talents, change the previous "one-size-all" assessment method, toward the diversified assessment direction, further reform the art education, curriculum, to achieve the best management optimization effect, finally improve the level of art education, and promote the sustainable development of art education.

Wang Ya Nan, (2019). Dance can not only keep people healthy, but also cultivate people's sentiment, and promote the comprehensive quality level of students to be greatly improved but at present in our country vocational college dance education teaching field still exist some problems, detailed for the present stage in our country vocational college dance teaching field problems are analyzed, and put forward some innovative education strategy, hope to vocational colleges dance teaching efficiency and effect make certain guarantee, finally in the process of vocational education career development in our country, make certain contribution.

Dance is a basic education course in dance major in vocational colleges, which occupies an important position in student education. Innovation in dance teaching can not only promote the level of dance teaching, but also make innovation on the basis of students' traditional learning thinking, Encourage students in the process of learning dance gradually develop a certain innovation consciousness, promote students on a comprehensive development path, so in the process of vocational college dance teaching activities, remove should let students master more basic theoretical knowledge, should also be to dance education mode innovation, encourage students to develop more perfect dance thinking mode, let the students can in the actual work in the future, more skilled application of their dance ability, which also can to the process of career development, the employment situation of college students.

Under the influence of the traditional teaching mode, vocational colleges in the process of dance teaching activities, generally is to practice and despise basis, teachers in the development of students in the process of dance teaching activities, attention is only performance works, but for dance foundation weak students, understand dance works is a very difficult thing, not to mention performance.

In the process of dance teaching for students, some dance teachers will first demonstrate each dance movement to students, and then let students imitate their movements of normal school. Under the influence of this teaching mode, it is difficult for students to be in Develop creative learning thinking in the process of learning.

Too much attention to the theoretical knowledge or practice of teaching mode actually with certain defects, not all students are suitable for using this teaching method, if students have no way in the course of dance knowledge learning, then will have certain impact on students' interest in dance learning, difficult to guarantee the subsequent dance classroom teaching effect.

2.2 Dance Career in China

Cao Lianghong, (2017).“analyzes the dilemma and construction of dance performance major in higher vocational colleges”

Under the opportunity of the country vigorously developing vocational

education, the dance performance major of art schools across the country has moved from secondary vocational education to higher vocational education. How to cultivate high-quality and high-skilled dance performance applied talents is a new subject. This paper starts with analyzing the bottleneck problems faced by higher vocational dance performance major, repositions the training goal of higher vocational dance performance talents, and seeks for a new talent training mode. The dance performance majors in higher vocational colleges must seek their own development path, different from the dance performance majors in undergraduate colleges and secondary vocational schools, form their own talent training characteristics, create double real talents to meet the needs of society, and realize the vocational education of dance art scientific development.

Dance performance major is one of the earliest majors in art technical secondary schools across the country, and it is also one of the most basic and stable majors. After decades of teaching accumulation, several generations of efforts and study, explore the relatively unified, and local characteristics of dance talent training mode, for the society, for the first-class art troupes and art colleges and universities delivered a batch of a batch of high quality dance talent, left the precious teaching context, for the culture and art of national career made immeasurable contribution. Under the opportunity of the country vigorously developing vocational education, art technical secondary schools all over the country have been upgraded to art vocational colleges, dance Since then, the performance major has been from the middle post to vocational education, become a leapfrog step.

For recent years, social dance performance activities are quite rich, all kinds of professional, private, group of system, and the enterprise performance, show, party, competition, and so on is very common, emerge in endlessly, level is higher and higher, the social dance performance talent, especially the growing demand for higher dance performance talent.

In recent years, the job fair for dance performance major graduates is still booming, with the employment rate reaching about 99%. The popularity of graduates all shows the existence and growth of social demand. But at the same time, we should see these employers, regardless of each professional art troupe, private enterprises art ensemble Body, or the mass cultural units, education training related industries to dance talent of professional skills, ability, quality of comprehensive requirements are constantly rising, especially for talent is not satisfied with a single performance type, and to performance, creation, director skills, complex development, and have a variety of professional composite ability of dance talent in the society is a few, these talents active in the stage of society, personal development prospects. These new requirements and new markets for dance performance talents make us necessary to re-examine whether the talent training mode can still promote the development of professional development? Can it continue to adapt to the needs of the society? Whether our students can play their advantages in the challenges faced and the competition of many college graduates, remain in an invincible position, and occupy a broad market stage.

Higher vocational education is an important part of higher education, which focuses on cultivating high-end skilled talents and playing a leading role. The dance performance major in higher vocational colleges must seek its own development path, different from the dance performance major and the secondary vocational dance performance major, form their own talent training characteristics, create double real

talents to meet the needs of the society, and finally realize the scientific development of dance art vocational education.

Liu Chun, Kai Yu, Bao and Miaofang, (2013). "Exploration and innovation of the talent training mode of "Combination of work and study" in higher Vocational Dance Performance major"

The Ministry of Education, "to combine engineering as an important breakthrough point of higher vocational education personnel training mode reform", follow the law of higher vocational education, scientific professional talent training plan, combining with university-enterprise cooperation platform, explore the actual "engineering alternate" talent training mode, put forward according to the enterprise industry talent evaluation standard, focus on cultivating high-quality skilled professional talents.

The Ministry of Education clearly put forward that "strengthening practical training is the key to improving teaching quality in higher vocational colleges", and higher vocational colleges should "reform teaching methods and means, integrate 'teaching, learning and doing', and strengthen the cultivation of students' ability". The dance performance professional talent training program fully implements the spirit of the document, takes employment as the orientation, starts from the analysis of professional ability, clarifies the requirements of professional positions, reconstructs and develops the curriculum system that meets the professional needs, clarifies the professional assessment requirements, forms professional teaching standards, and better realizes the goal of talent training.

To build a strong team of entrepreneurship education teachers is a strong guarantee for us to carry out entrepreneurship education for students. Entrepreneurship education is a highly practical subject. Teachers' experience, knowledge and experience greatly affect the success or failure of the implementation of entrepreneurship education. We have sent teachers to participate in the training of national College Entrepreneurship Education Curriculum System Planning and Entrepreneurship tutor evaluation and Certification, special Dance teacher of Chinese Dance Association, Colorful Chinese Dance Teachers, instructors of Chinese Dance Association and other projects, so as to improve the content of professional teachers' school-enterprise cooperation The knowledge of innovation and entrepreneurship system; on the other hand, the industry and enterprises Students come to the professional courses, organize various forms of communication activities, improve the level of entrepreneurship practice and guidance, and build a high-standard and high-quality team of entrepreneurship education teachers.

In exploration and innovation of "work-integrated" in the process of talent training mode, we through the implementation of "training" as the main body of the integrated course teaching mode, students improve the enthusiasm of professional skills, professional comprehensive quality effectively promoted, we also actively play the school professional head and China dancers association of good relations of cooperation, make full use of the people's liberation army art institute, the central university for nationalities, Beijing second artillery ensemble industry excellent human resources, prepare for all kinds of dance competition. Make due contribution and strength to Chinese professional dance.

Jiang Xiaoqi. (2021). "The practice of "Promoting teaching through Competition" The training mode of higher vocational dance performance talents can promote students' learning and growth and guide teachers to improve their teaching quality. It is the touchstone of the cultivation of vocational dance performance talents, and also the catalyst of the cultivation of vocational dance performance talents. In practice, dance performance majors in higher vocational colleges should organize more school competitions and select students to participate in inter-school competitions or industrial competitions; take multiple measures to promote teaching and improve the quality of vocational dance performance professionals.

Higher vocational colleges should, according to the demand of social development for dance performance talents, formulate and improve the training program of dance performance professional talents. "To promote teaching" is the game as a lever, to test the superior and inferior, gain and loss, control of professional development of talent cultivation balance, clear their own positioning, move dance performance professional timely revision perfect talent training plan, science set up professional courses, planning professional talent training path, highlight the characteristic of talent cultivation.

Teachers of higher vocational colleges can obtain effective information from dance performance competitions at all levels and summarize their teaching experience. With the shortcomings, we should draw lessons from the good practices of other higher vocational colleges, revise and improve the course teaching standards according to the requirements of the competition items, and reform the teaching methods to achieve the teaching objectives of dance performance professional courses. "Promoting teaching by competition" is a mode of talent training, which should be the guiding ideology of higher vocational dance performance talent cultivation. It runs through the teaching activities and points out the direction for the cultivation of dance performance talents.

We should adjust the talent training program timely and reform the teaching content and method. To seek truth from facts, steadfast, to cultivate students' professional ability as the core goal and task, according to the social demand and students in the game, especially in the provincial and national vocational skills competition performance, timely revision perfect talent training plan, the curriculum and specific content, according to the content to determine students to master the specific knowledge and skills, to optimize the curriculum system, make it more in line with the market needs.

In terms of teaching, on the one hand, teachers should pay attention to cultivating students' theoretical knowledge of dance performance and basic dance skills. On the one hand, we should attach importance to and strengthen the teaching of dance creation content, cultivate students' ability of dance creation, and pay attention to cultivating students' psychological quality. In terms of teaching methods, can be the game training method into the teaching, repeatedly hone students field skills, help them on the skill accuracy, perfect performance constantly improve level, to consolidate the students' professional knowledge and skills often training, in order to let students firmly grasp the field skills, strengthen the dance teaching effect.

2.3 Dance education of Vocational and Technical College in Henan Province

(Zhang Shousheng, (2006). The main purpose of higher vocational teaching

blindness is to cultivate more senior talents who meet the requirements of the society. Dance teaching is a special educational subject. One side. Dance is an expression of art. There is a very obvious artistic tendency. It is contrary to the teaching purpose of dance vocational education. On the other hand, dance is actually a technical treatment. The classroom teaching form of dance is very different from other subjects, which leads to some problems in higher vocational dance education in China.

This paper mainly analyzes and discusses the teaching of higher vocational dance education in China at the present stage, further considers the existing problems, and puts forward some effective solutions. In the face of the higher requirements for the quality of talents in the new century, dance professional education not only needs to build a high-quality professional teachers, but also needs to build a high-quality education and teaching management cadres to strengthen the training of their professional ability. Famous Russian physiologist Timilyodev said: "the teacher is not a mouthpiece, the book by the oral transmission, not the camera, the reality, but the artist, the creator. "However, in practice, the teaching management team is relatively weak, and there are many qualified teachers, which makes the administrative management and teaching management component.

The academic management function in universities in many countries in the world is exercised by professors, and the management departments mainly exercise the function of administrative management. It is of great importance and practical significance to correctly understand and handle the relationship between the two functions, to prevent the heavy daily affairs management, and to weaken or even drown the academic management functions, to improve the management level and promote the implementation of innovative education. In the face of the network and globalization of higher education information, the expansion of enrollment in universities, the diversification of students' employment methods and the adjustment of educational structure, a large number of new topics are emerging in Chinese dance education teaching.

In order to adapt to the progress of educational science and technology and the development of economy in the new century, as a dance teaching manager, how to adjust the teaching management concept, education and teaching means, management mode, talent training and a series of problems are placed in front of us. Throughout the development history of university management, from experience management to scientific management, every development of school education needs to be based on management innovation.

Shang Mei Ling, (2021). The biggest problem in higher vocational colleges is the low overall cultural literacy of students, which is a very realistic problem. In order to solve this problem, we first need to do a good job in daily life, study and management, improve the credit and behavior system of the school, and give some criticism and punishments to some students who do not abide by the school's daily behavior norms. And in the daily management of students to people-oriented focus to ensure the dual nature of system and education in the process of education.

Vocational dance major is a new progress in the development of education in China. The higher vocational dance major in China has just started, and there is no past experience to learn from or the past. The model can be followed, which requires the teaching workers to actively explore and create the teaching mode in the

continuous educational practice and process, seek the most appropriate way of running a school in the practice, and find a very suitable road. When designing the teaching scheme, the dance majors in higher vocational colleges should not fully learn from the teaching methods of ordinary higher education, nor directly follow the education methods of middle schools. Instead, they should teach clearly in the teaching program design of higher vocational dance majors Learn the purpose, to determine the positioning of higher vocational dance education major. At present, the dance major in higher vocational colleges needs to have three aspects of education: first, the educational object of dance major is defined, and the professional quality of the three levels of education object is mainly to ensure the accuracy and scientific nature of educational methods and means.

What are the three levels of professional dance education? First of all, the middle-stage dance teaching has laid a good foundation for the students. Through the middle stage of professional learning and training, students have a certain understanding of the performance and basic skills of dance, and learn a certain foundation Dance skills and training methods. In this case, many students are engaged in social work after the study, or continue to enter the higher education study, higher vocational dance education major has not achieved very good results.

Secondly, the dance majors offered by higher vocational colleges face the graduates of secondary education. However, the education system of most secondary graduates is not different, even have very different in the academic year system, the knowledge level and learning ability that secondary education graduates have have very different, the basic technical level of the major also has very different. Secondary education needs to be unified after entering higher education.

Finally, the goal of higher vocational education is made clear. Most of the students in higher vocational schools come from all levels of society. Some of them are graduates from middle school dance education majors, many of them are graduates from group majors, some graduates from vocational high schools and students who love dance only with a high school diploma. This way of recruiting students leads to the great difference in the dance level of students in higher vocational schools, and also in the cultural level. For this reason, some higher vocational colleges in China have opened dance education majors. For these groups, this is an opportunity to learn dance, and they can enter the dance major The door. The main purpose of distinguishing secondary vocational education from higher vocational education is to better grasp the nature and purpose of higher vocational dance education major and the direction of employment development, so as to be the most in line with today's society.

To develop the form of teaching methods, use effective ways to carry out educational reform, select the most suitable curriculum for vocational education in higher vocational schools, and plan the curriculum system to better carry out the professional teaching of higher vocational dance education.

Ping ding shan Vocational and Technical College is a public full-time ordinary higher vocational school approved by the People's Government of Henan Province and registered by the Ministry of Education of the People's Republic of China.

The predecessor of the college can be traced back to the Ping ding shan Normal School founded in 1959. In 1978, Ping ding shan Teachers' Education School was established, in December 1980, in March 1986, it was renamed Ping ding shan Education College; in July 2002, former Ping ding shan Education Institute and Ping ding shan Normal School (Normal) merged to form the new Ping ding shan Education College; in December 2009, Ping ding shan Culture and Art School was merged; in March 2018, Ping ding shan Vocational and Technical College was established in March 2018.

By February 2023, the college has two campuses, covering an area of 550 mu, with a building area of nearly 180,000 m², 16 teaching departments, 69 specialties (directions), 14,000 students and 513 staff.

As of February 2023, the college has 16 teaching departments and 69 specialized majors (directions).

Table 1 Type of faculty in Ping ding shan Vocational and Technical College

Department	Major
computer engineering	Computer Application Technology, E-commerce, Cross-border E-commerce, Computer Network Technology, Cloud Computing Technology Application, Mobile Application Development, Big Data Technology, Network Marketing and Live streaming E-commerce, Software Technology, Digital Media Technology, ARTIFICIAL intelligence Technology application, Intelligent Internet Network Technology
Fine arts	Art education, calligraphy art (calligraphy direction), interior art design, art design, product art design
Music	Music performance, music education
Mathematics	Primary school education, primary school mathematics education
Chinese language and literature	Primary school Chinese education
Dance	nautch
Foreign language	Primary school English education, business English
Mechanical and Electrical Engineering	Intelligent electromechanical technology, mechatronics technology, mechanical manufacturing and automation, electrical automation technology, intelligent control technology, industrial robot technology, Internet of Things

	application technology, UAV application technology, industrial Internet application
Finance and economics	Big Data and Accounting, Big Data and Financial Management, Financial Services and Management, Big Data and Accounting (Management Accounting)
Tourism and Hotel Management	Human Resource Management, Hotel Management and Digital Operation, High-speed railway passenger transport service, Research Travel Management and Service, Tourism Management, Tourism Management (Smart Tourism)
physical education	Social sports, sports and health guidance, social sports (sports dance), physical education
Education	Preschool education, early education, infant care, service and management

As of May 2023, the school's website, according to the school has staff 513 people, including deputy senior title more than 90 people, with a master's degree teachers 221, academic technology leader in Henan province, the province education department academic technology leaders 4 people, 9 municipal talents, municipal academic technology leader 11 people, the provincial education department of named teacher studio in Henan province, the provincial excellent teaching organization project construction unit 1.

The departments of dance major include the Dance Department, Physical Education Department, Education Department and the Department of Tourism and Hotel Management. Among them, the dance courses of the department of education are only ballet body training and preschool dance, the dance courses of the department of sports are the direction of sports dance, and the department of Tourism and hotel Management only offers ballet body training. Only the dance department offers the training of professional dancer.

On the curriculum standards, the course content should highlight the students' vocational skills training, the selection of theoretical knowledge should be closely around the students' ability to ascend, intensify course training, including professional core courses dance basic training, folk dance, Chinese folk dance, Chinese classical dance, drama rehearsal the nature of the course positioning for pure training courses, rules at the end of each semester to conduct a week of ballet basic skills and folk dance special skills comprehensive training, in the fifth semester of not less than half a year of students field practice, overall increase the proportion of course training class, make the dance performance professional training hours accounted for the total hours 82.1%, effectively guaranteed the main position of practical training in the course teaching.

An yang Vocational and Technical College, Henan province

An yang Vocational and Technical College is a full-time public higher vocational college organized by the People's Government of An yang City, approved by the People's Government of Henan Province and approved by the record of the Ministry of Education of China.

The university was established in 2009 ; in 2010, An yang Radio and Television University and An yang Traditional Chinese Medicine School were integrated; in 2018, it was rated as Henan Province; in 2020, the "Double High" construction school and the construction unit of the Ministry of Education.

According to the official website of the university in April 2023, the university covers an area of 1100 mu with a construction area of 443,000 square meters; there are 17 schools (departments and departments) with 58 majors; a total of 27,000 students, including 18,000 higher vocational students and 865 staff, including 179 senior titles.

By May 2023, the university has set up 17 schools (departments and departments), and opened 58 majors.

Table 2 Type of faculty in An yang Vocational and Technical College

Department	Major
Arts	Music performance, dance performance, pop music, advertising design and production, visual communication design and production, animation production technology, Huollywood order class, e-sports sports and management
Mechanical and Electrical Engineering	Mechanical and electrical integration technology, mechanical design and manufacturing, mechanical manufacturing and automation, industrial robot technology, applied electronic technology, applied electronic technology (new energy vehicle electronic direction), computer network technology (network operation and maintenance direction) and software technology
Economic Management	Accounting, e-commerce, Marketing, Hotel management, E-commerce technology, Big Data technology and applications
College of Aeronautics	Aircraft electromechanical equipment maintenance, air crew, flight technology, UAV application technology
Medical Technology	Rehabilitation treatment technology, stomatology technology, medical imaging technology, school of Medicine and Health
Construction Engineering	Construction engineering technology, road and bridge engineering technology, engineering cost, building intelligent engineering engineering technology, elevator engineering technology, construction equipment engineering technology, building interior design
School of	Computer network technology, big data, cloud computing,

Information Engineering	5G communication, network operation and maintenance
School of automobile	Automobile manufacturing and test technology, new energy vehicle technology, automotive intelligent technology, urban rail transit operation and management, modern logistics management
nursing	Nursing, nursing (traditional Chinese medicine nursing direction), midwifery

As of May 2023, there are 840 teachers, 170 full-time teachers with senior titles, 19.98% of full-time teachers, 255 intermediate titles and 29.96%; There are 8 academic technical leaders from Henan Education Department, 3 civilized teachers, 2 excellent education management talents in Henan Provincial Department of Education, 4 vocational education teaching experts, 5 Anyang municipal experts, 11 Anyang excellent teachers, 5 outstanding teachers, 6 academic technology leaders in Anyang City, and 1 advanced worker in Henan Province.

The department of dance major is the music performance and pop music performance majors of the Art Department, etc. The main course is ballet body training. Only the public art Department offers dance performance and performing arts majors.

Help dance students to establish a practical teaching system suitable to the professional training objectives, provide students with real professional atmosphere and training places, and realize zero distance work. Around employment orientation, focus on cultivating practice ability, innovation ability and entrepreneurial spirit of "generous, compound, open, innovative" highly skilled applied dance performance talents, and according to the needs of society and graduates feedback information, adjust the professional curriculum and teaching system, optimize the training mode, set up knowledge, training ability, improve the quality of teaching quality concept and innovative education idea, formed with their own characteristics Only by cultivating mode.

Xin yang Vocational and Technical College, Henan province

Xin yang Vocational and Technical College is located in Xin yang City, Henan Province. It is a full-time ordinary higher vocational college approved by the People's Government of Henan Province and registered by the Ministry of Education. It is a model higher vocational college in Henan Province, a vocational education brand demonstration college in Henan Province, and the first batch of health and elderly care education and training bases in Henan Province.

The school originated from the Junior Normal School established in 1903; in 2003, Xin yang Education College and Xin yang Normal School were merged into Xin yang Education College; [3] in 2004, Xin yang Education College and Xin yang Health School were merged into Xin yang Vocational and Technical College; in 2009, Xin yang Commercial School was merged.

According to the official website of the university in April 2023, the university covers an area of more than 2000 mu, with 19 teaching colleges and 55 enrollment majors; there are 23000 full-time students, 1089 staff, including 732 full-time teachers.

By November 2022, the university has set up 13 secondary colleges and 58 specialized majors.

Table 3 Type of faculty in Xin yang Vocational and Technical College

College name	Set up a professional
School of Preschool and Art Education	Fine arts education, preschool education, early education, music performance, music education, dance performance
School of nursing	Nursing, midwifery, infant childcare services and management
School of Inspection Technology	Health inspection and quarantine technology, medical inspection technology
medical college	Clinical medicine, medical device maintenance and management, medical imaging technology, traditional Chinese medicine, rehabilitation treatment technology
college of pharmacy	Pharmacy, Traditional Chinese Medicine
The School of Language and Media	Broadcasting and hosting, primary school education, news gathering and editing and production, primary school Chinese education, all-media advertising and marketing
School of Applied Foreign Languages	Business English, primary school English education
Institute of Physical Education	physical education
Business college	E-commerce, Fintech applications, Big Data and Accounting, Human Resources, marketing, Wealth Management
Institute For Tourism Studies	Hotel management and digital operation, tourism management, cooking technology and nutrition, high-speed railway passenger transport service
School of Automotive and Mechanical and Electrical Engineering	Electrical automation technology, industrial robot technology, automobile manufacturing and test technology, automotive intelligent technology, intelligent mechanical and electrical technology, new energy vehicle technology
School of Mathematics and Information Engineering	Big data technology, Computer Network Technology, Computer Application

	Technology, Software Technology, Primary School Mathematics Education, Modern Communication Technology, Application Technology of the Internet of Things, Application of Information Security Technology, Application of cloud computing technology, Development and application of intelligent products, Network planning and optimization technology
institute of civil engineering	Urban and rural planning, project cost, construction project management, construction engineering technology, building decoration engineering technology, intelligent construction technology

As of April 2023, the school has staff 1089 people, including 732 full-time teachers, master's degree above 585 people, deputy high title above 312 people, "double type" teachers accounted for 71.5%, have "Henan province excellent experts" "Henan vocational education teaching experts" "excellent education management talents" education department "central plains teaching teacher" provincial talent 30, skill master, technical experts, distinguished professor 1, Xinyang outstanding young technology experts 12 people, Xinyang outstanding social science experts 9 people.

The department of dance courses is the Department of Music, the Department of Preschool Education, the Department of Public Art, the music department mainly offers dance courses are ballet body training, the department of preschool education started the creation of ballet body and preschool dance, and only the Department of Public Art offers dance performance major. Can train professional dancers.

Tao Yan Rong, (2014). In the process of talent training, the development trend of art education to have a new understanding, to strengthen the consciousness of education teaching reform and innovation, to solve under the traditional teaching concept of talent training mode and innovation consciousness, to solve the formed under the traditional teaching concept of talent training mode and innovation education idea does not adapt the problem. The art education system and teaching mode that have continued for decades in the era of planned economy do not want to adapt to the current situation of the reform and development of the cultural system. In the past, art colleges and universities had unified plans for enrollment, examination, training purpose, teaching syllabus, teaching plan and graduate allocation, aiming at cultivating highly professional artistic talents. In terms of concept and consciousness, they formed the heavy major, light culture, heavy skills and light theory, and ignored the education of students' artistic creativity.

Today's era is an era of economic and information society, which puts forward more new challenges to our art professional education, and also provides new opportunities. Vocational art education should respond timely and effectively to the challenges and opportunities, so that it can play its due social role. Therefore, it is

necessary to take effective measures to further deepen the teaching reform of vocational art colleges, improve the ability and level of talent training, and better meet the needs of social development for innovative art talents according to the requirements of market orientation. Further strengthen the system, with the reform of the way to solve the contradictions and difficulties in the progress, so that the education and teaching reform Breakthrough progress, to continuously enhance the vitality and vitality of vocational art colleges.

With the deepening of China's reform and opening up, the rapid development of the market economy and the continuous improvement of people's living standards, the cultural and art undertakings are also rapidly transformed from the traditional "pure professional" art field to the diversified needs of the society. In order to develop vocational colleges, it is necessary to constantly reform, strive to adapt to the market demand, firmly grasp the market of vocational art education, learn from the successful experience of others, clearly understand their own shortcomings, and build a reasonable theoretical system and talent training mode of vocational art education.

In terms of the enrollment methods and standards of vocational colleges, it is much more unified than the comprehensive colleges. First of all, in the recruitment of dance, only a recruitment of a dance special talents, other adjacent dance candidates will not accept. Secondly, in the aspect of the educational background of the candidates, because the enrollment level of vocational colleges is higher, so generally only in the professional technical secondary school art school to learn the most professional, the most systematic vocational education, to enter the vocational colleges, to complete the academic task, otherwise it will not keep up with the discipline team. Thirdly, in terms of professional level inspection, due to the high professional level of professional art colleges, there are only a few outstanding students every year He was admitted to a vocational art college with excellent results. Finally, in terms of the age range of students, nearly half of the candidates are in the technical secondary school after graduation, after working in the major groups, and then to complete their undergraduate studies, so in the age range and work experience than the comprehensive university to recruit wider.

Zheng Xiaoling, (2016) The effective cultivation of art and dance talents is inseparable from the innovative development of art and dance education and management. This paper analyzes the problems existing in art dance education management, and puts forward the strategy to promote the innovation and development of art dance education management, which has positive significance for the development of art dance education management and the effective cultivation of talents.

With the rapid development of social economy, the social demand for art and dance talents is increasing. The development of art dance education must strengthen management, establish the development concept of scientific innovation and harmony, follow the basic requirements of art dance education and management, and realize the innovative reform of art dance education management, which is the practical need of cultivating excellent art dance talents.

We will strengthen the construction of the education and management team of art

and dance professional teachers. In order to realize the development of art and dance education management and the innovative development of system reform, it is necessary to carry out the innovation of education management concept and technology, use new mechanisms and new means to promote the development of art and dance education management, and constantly improve the art and dance education management system. And the effective development of all these work, we must rely on a strong faculty team five.

Therefore, strengthening the construction of art and dance education management teachers and improving the overall level of teachers is an important measure to promote the innovative development of art and dance education management. Schools should strengthen the training of teachers in art and dance education and management, encourage teachers to actively carry out professional training, and constantly improve the level of teachers' education and management. In addition, the school should pay attention to the sustainable development of the teaching staff, rationally allocate the proportion of new teachers, young and middle-aged teachers and famous teachers, pay attention to the training of teachers at different levels, and realize the effective development of art and dance education management through talent construction.

In short, the effective cultivation of artistic dance talents is inseparable from the innovative development of artistic dance education and management. In the cultivation of talents, to actively innovate art dance education management idea, actively build perfect art dance education management system, strengthen the management of art dance education institutionalized development, attaches great importance to the application of innovation strategy, strengthen the construction of art dance education management teachers, with effective strategy, realize the innovation and development of art dance education management.

2.4 Theory related

Michael E. Porter, A famous business man from America said about the 5 M Theory in business by following ;

Man = how human management use talent effectively and how to maximize the work.

Money = Fund management, how to allocate funds at the least cost expenditure, can make the amount of funds used to produce efficiency and benefit. The most useful.

Materials = operation material management, how to achieve the minimum waste, do not waste resources or materials. make the best of

Management = Under all resources management is an administrative process, in the whole management process, make the whole work become efficient and efficient.

Machine = Machinery equipment. Computer multimedia

Worren G Bennisq It noted highly educated people, thriving communication systems and frequent changes in production technology and political policy. People's participation is more democratic, and the organizational size and administrative requirements or members increase greatly. Upward, the traditional administrative system of the past 20 years can not make all organizational units flourish, so managers

should develop promoters. Organize continuously and regularly and manage services according to the following principles.

The defined objectives (Goal Satin) shall be met and discussed to clearly and frankly define the collective policies of the directors and members of the Organization.

Understanding the situation (Under and Relations) requires mutual understanding, because the individual's needs have a great impact on work behavior.

The main features of organizational development will have many features in which senior management and consulting teams will have to perform the harp. The two complement each other, such as development focuses on organizational culture, values and the attitudes of individuals within the organization, through development must adopt a system, such as a new structural system, which must be sustained, and in order to achieve change, development must be measured from the highest level of managers.

Organizational development must adopt new technologies and technologies to develop individual capacity and work to remove differences within the organization, which must be done. Analyze the advantages, weaknesses, opportunities and obstacles of the organization to give full play to its advantages, promote the development of the organization, and improve the organizational mechanism. Management direction determination, develop moneys, capital system, cost, cost, and achieve the maximum value under the existing resources of the enterprise.

Bloom's Taxonomy

It seems there might be a slight typo in your question. If you are referring to "Bloom's Taxonomy," it is a framework used in education to classify educational objectives and skills into different levels. Developed by Benjamin Bloom and a group of educators in 1956, Bloom's Taxonomy is a hierarchical model that categorizes cognitive skills into six levels, ranging from simple to complex. The original taxonomy includes the following levels:

Remembering: Recalling or recognizing information.

Understanding: Comprehending and interpreting information.

Applying: Applying knowledge or concepts in new situations.

Analyzing: Breaking down information into parts to understand its structure.

Evaluating: Making judgments about the value or quality of information.

Creating: Synthesizing information to generate new ideas or products.

Educators use Bloom's Taxonomy to design and assess learning objectives, ensuring a progressive and comprehensive approach to teaching and learning. It provides a useful framework for developing activities, assessments, and lesson plans that address different cognitive levels.

2.5 Research Related

Lu Mi, (2019).“Characteristics and development concept of dance education in higher vocational colleges”

Dance teaching is a course in higher vocational quality education integrating skill and practice, and an educational activity integrating training, rehearsal and performance. It can improve the overall quality of students. It can be said that dance teaching has become an important part of quality education in higher vocational colleges.

As one of the subjects in the teaching of higher vocational colleges, dance teaching attaches more importance to students' skills and skills in the teaching process. At the same time, in the teaching process, the transmission and edification of cultural knowledge, which improves the overall quality level of students. In addition, the development of dance teaching, in addition to teaching students to master the basic dance skills, but also focuses on the cultivation of students' appreciation ability and aesthetic ability, so that students can feel different art and culture in the process of dancing, so as to enrich their own spiritual world.

In dance teaching, teachers should adhere to the basic principles of scientific teaching, so as to ensure the teaching of dance skills and literature. It is right to change the knowledge. As a form of artistic expression, in order to further highlight its internal meaning, the first work is to improve their own technical level. Therefore, in the practical teaching, the teachers should pay attention to the mastery of the students' dance skills, and use the reasonable teaching methods to optimize the students' skill level. In the teaching of dance technology, teachers will first let students build a perfect theoretical system of dance, master the characteristics of the law changes between dances, and then deepen the students' understanding and mastery of dance skills through the correct guidance and repeated training, so as to achieve the purpose of live learning and use. At the same time, in the teaching process, teachers will also interspersed some The culture of dance makes students better understand the connotation and artistic conception of dance, and improve students' dance skills.

Compared with ordinary colleges and universities, higher vocational colleges have more extensive contact with the society. In the actual teaching, they pay more attention to the cultivation of students' practical ability. Therefore, in dance teaching, the teaching content will be constantly adjusted according to the actual situation of students and social needs, so as to promote the cultivation of students' practical ability, so as to strengthen students' dance skills.

In classroom teaching, teachers will also strengthen the connection between dance skills and theoretical knowledge, so that students can combine what they have learned with the reality, so as to strengthen students' cognition and mastery of dance skills and improve the quality of teaching. In the dance teaching in higher vocational colleges, the teachers should pay attention to the students' individuality. The development of the chemical characteristics. Due to the different family background, education experience, students in dance learning will exist more differences, teachers need to fully understand the specific situation of students, and combining the actual situation of students choose reasonable teaching mode, help students better dance skills learning, but also need to examine the students' learning situation, deepen the skills, and constantly adjust the overall teaching situation, in order to achieve the goal of dance teaching.

Dance teaching in higher vocational colleges has the characteristics of few class hours, large capacity and strong practicability. However, due to the poor basic level of

students, different factors and other personality development factors, dance teaching has some difficulty. Therefore, teachers need to grasp and understand the basic situation of students in detail, and constantly adjust the summary of experience in practical teaching, so as to improve the level of students' dance skills and cultivate dance talents with high comprehensive quality and strong professional skills.

Shan Yu tong, (2019) .“On the Exploration and Practice of Dance Education in Higher Vocational Colleges”

Dance education, as an important form of artistic expression in quality education, is of great significance for schools to cultivate high-quality talents and strengthen quality education. Schools should attach importance to dance education, as the higher vocational colleges, and strengthen the dance education for students, which is an indispensable part of the education content of higher vocational colleges. Want to strengthen dance education in higher vocational colleges, should first change for the concept of dance education and dance education method, dance education should not be, only limited to art students or a few with dance, talented students, higher vocational colleges should be dance, as a compulsory course, focus on dance course, to, cultivate students 'aesthetic ability and aesthetic temperament and interest, mention, high students' comprehensive quality, the dance can be popularized to all of higher vocational colleges, as a optional quality course.

In view of the current problems and current situation of dance education in higher vocational colleges, higher vocational colleges should seriously reflect on the problems existing in the implementation process of dance education, and do a good job in dance education, make it bigger and stronger. Improve the penetration of dance courses, dance course as a optional quality in higher vocational colleges, change the traditional only art students to dance class misconceptions, ensure that all the students can accept dance education, improve the students 'aesthetic ability and aesthetic taste, so as to improve the students' comprehensive quality, response to the concept of national quality education. What the current society lacks is not knowledge-based talents, but compound talents, often very learn Students are just good academic performance, but do not have other special skills. Therefore, higher vocational colleges should take dance course as an important course to enrich students 'learning and life, and also take dance course as an important course to improve students' psychology and cultivate students' aesthetic ability and aesthetic taste. This paper aims to talk about the exploration and practice of dance education in higher vocational colleges, analyze the current problems existing in the dance education in higher vocational colleges, for the direction of the development of dance education in higher vocational colleges to provide development ideas, analysis the significance of dance education, constantly promote the development of dance education in higher vocational colleges.

Sun Ailin, (2020) “Exploration on the effectiveness of dance teaching reform in secondary vocational colleges in the new period”

In the new period, education and teaching are constantly undergoing qualitative changes. China vigorously promotes quality-oriented education, which has brought a new development direction to the dance teaching in secondary vocational colleges. As a basic class in preschool education major, dance major mainly cultivates students

'beautiful body and temperament, which plays an important role in cultivating students' sound personality.

The vivid teaching content such as distinct music and interesting art activities in dance courses play an important role in dance education. It can be seen that higher vocational dance education has an important influence on cultivating students' overall quality and improving students' educational ability, and occupies an important teaching position in higher vocational education. However, from the actual situation of education in China at the present stage, due to the influence of traditional educational concepts, both schools and teachers lack of attention to dance education, which leads to the unsatisfactory education and teaching effect. Therefore, this paper aims to analyze the specific reform measures to optimize the dance teaching in higher vocational colleges.

In 2015, the General Office of the CPC Central Committee and the General Office of the State Council jointly issued the Opinions on Accelerating the Construction of a Modern Public Cultural Service System, which clearly required "actively carrying out the popularization of art among the whole people", which not only pointed out the direction for the development of mass cultural undertakings in China, but also assigned new tasks for the cultural centers in the new historical period. Following The Times and helping the Chinese dream is the starting point of the work of cultural centers. In this regard, cultural centers need to strengthen the management of dance education under the guidance of the Chinese dream.

Guo Ni Fei,(2021). "Research and Optimization Countermeasures of art Education Management in Universities in modern society"

The Chinese nation has a long tradition of dance education. As an art education discipline, dance can harmoniously integrate different aspects of body, mind, emotions and society. Dance education in colleges and universities is a favorite course for college students. It can not only improve their body shape, cultivate their temperament, but also promote their all-round development. Therefore, dance education in colleges and universities is of great significance to every student and deserves constant promotion and encouragement so that it can develop rapidly. At present, compared with foreign countries, dance education in our country's universities is still in the primary stage, which also determines that there is still a lot of room for efforts in our country's universities. Therefore, continuously improving the quality of education and the quality of dancers is a relatively important educational issue at present.

Art education is a link in the development of students' education in China. In the current stage of students' education reform in colleges and universities, people have a new understanding of art education training. Especially in the teaching of colleges and universities under the background of core literacy, people have realized the necessity and trend of cultivating art education, and have made corresponding adjustments in the formulation of development strategies of art education. In the process of implementing art education, how to highlight the characteristics of education management has become one of the important discussion contents of art education research in colleges and universities. Based on this, this paper studies the characteristics of art education management in universities in modern society. The optimization countermeasures are discussed, trying to understand the characteristics and status of art education in colleges and universities in modern society in the process of research and analysis of the article, and have a preliminary understanding and definition of the theory of optimization and

related countermeasures, so as to improve the optimization countermeasures and improve the level of art education.

With the advancement of the current college education reform, people have put forward new requirements for the art and education training in colleges and universities. In the process of implementing education management characteristic optimization, relevant personnel should be education management optimization scheme, and in the education optimization management implementation process, also should constantly adjust management optimization countermeasures, namely in establishing incentive system, perfecting the appraisal system, strengthening the construction of teachers and into innovation elements to adjust four levels, to ensure that the relevant management optimization strategy implementation process, can highlight the modern art education management in colleges and universities

Color, improve the level of art education.

OU Yang Wen Xing, (2021).“Thoughts on the secondary vocational education of Dance in China”

After more than 60 years of development, China's dance secondary education has formed a relatively complete set of professional dance talent training system, namely, the secondary dance School affiliated to Beijing Dance Academy and the technical secondary school art schools distributed all over the country. This system not only provides high-quality students for major domestic dance universities and performance groups, but also lays a good foundation for the cultivation of advanced dance talents. China's professional dance education has developed from scratch with fruitful results, and set up the professional pursuit of "sophisticated" in China's professional dance education. However, after the level of dance education is clearly divided, the lifelong vocational education is decided in the past Gradually turned into career development, or for the interest and other development process of education, technical secondary school education not only to complete their teaching task, more to consider how to connect with university education, how to become the foundation of life education, which can let students have the possibility of lifelong learning and sustainable development, for more talents to provide a wide range of space and platform.

Half a century later, the tendency of early professional dance education and the disadvantages of ignoring the cultivation of humanistic comprehensive quality have become more and more obvious with the development of The Times and the change of social demand for talents. How to make a new judgment and adjustment is an unavoidable practical problem. Therefore, in order to students to get a more comprehensive knowledge literacy, dance secondary vocational education workers must change the concept of skills education first, uphold the "great China dance" education teaching idea, the secondary stage in the human life development needs, no longer limited to professional and professional itself, especially with higher education and social development, people Development is linked. We should adhere to the principle of student-oriented cultivation education and the principle of specialized professional education, and pursue the all-round development and sustainable development.

The goal of dance vocational education is to cultivate dance culture people through basic dance education. The ultimate direction of art is to express the value of

life and outlook on life. Only when people engaged in art have rich education, superb skills, noble sentiment and realm can they lead and influence people's emotional development into a noble spiritual realm and enrich the meaning and value of life. Therefore, people who study art and engage in art must have solid and comprehensive cultural literacy and professional skills. The secondary vocational education of dance also undertakes the task of relatively perfect, comprehensive and solid basic education.

Ebe D, 2018). “Dance Management in School Education in Japan : Related Organizations and an Example of Their Activities”

This paper introduces and shares cases from Japan to consider future dance management in other Asian nations. In recent years, the biggest changes in Japan have been making dance classes compulsory for both males and females in physical education in schools. The Ministry of Education, Culture, Sports, Science and Technology declared, “Dance is made up of creative dance, folk dance, and modern rhythm dance. As an exercise that emphasizes enriched communication with others through interactions via expressions and dance that captures an image, students can put emotion into their dancing with others, and experience the joy of expressing an image of oneself.” In March 2008, the Ministry published revisions to the Junior High School Course of Study and later similarly revised the Elementary School Course of Study. Making dance compulsory gave rise to initiatives for dance in schools that incorporated community and pro dancers. In particular, this paper gathered cases of instructor licenses related to organizations that support dance in schools, dance competitions, and pro dancers. Consequently, though various forms of partnerships have started between pro dancers and dance-related organizations in recent years, there is no licensing system to fill the lack of instructors created by making dance compulsory, and this paper demonstrates that schools must rely on licenses issued by private firms and research organizations.

At present, the art education work carried out by vocational colleges has not formed its own system, but only stays at the level of reference, so that the final effect of art education will be greatly reduced, which is not conducive to the sustainable development of art education.

1. Lack of attention from the actual development of universities, they are scrambling to cultivate talents with characteristic majors, and put more attention and energy on the construction of special majors. Therefore, at the level of art education, the overall attention is seriously insufficient, and in the actual process of carrying out art education, more people turn a blind eye and fail to implement relevant policies simultaneously, resulting to the lack of comprehensiveness in art education. In this context, many artists are just buried, unable to shine and heat.

2. The lack of incentive system in the process of art education, colleges and universities did not into the future development of the overall education field comprehensive planning, nor set up effective incentive mechanism, lead to some art education practitioners have negative and slack psychology, to accept art education students, also lack of learning enthusiasm, development in the long run, will severely limit the development of art education.

3. Lack of perfect teachers In the process of sustainable development of art education, can clearly found in the process of sustainable development of art

education, can clearly found in the process of sustainable development of art education, can clearly found that, vocational college art teachers overall relatively lack, and university level of current all art teachers system training work, more opportunities to learn and study, lead to the overall lack of perfect teachers, teachers' comprehensive quality cannot meet the demand of art education. rly found that, vocational college art teachers overall relatively lack, and university level of current all art teachers system training work, more opportunities to learn and study, lead to the overall lack of perfect teachers, teachers' comprehensive quality cannot meet the demand of art education.

4. The art education system is not perfect enough For art education, the overall development time is relatively short, and it is still in the stage of preliminary exploration. Therefore, the art education system lacks perfection, and there is no awareness of continuous improvement, let alone carry out the system design at the macro level, and the follow-up safeguard measures are also lack of completeness. In this case, the art education activities cannot be effective, nor can they promote the sustainable development of students.

In a word, under the background of the continuous social exhibition, the art education work should also be constantly innovated and developed. In the process of vocational education teaching and development, art education has been continuously deepened, but from the overall perspective, art education is still in the preliminary exploration stage, with many shortcomings. It is necessary to find more perfect solutions to achieve the teaching effect of dance education in vocational colleges.

Li Nianlin. (2019). Research on the expansion of knowledge structure of Chinese dance science under the background of "Double First-class"

The concept of dance discipline was first proposed by Wu Xiaobang in the early 1980s, and the structure of discipline development was drawn. In 2011, "Art science" was independently divided into the 13th discipline, and dance science was also upgraded to a first-level discipline, with dance performance, dance choreography and dance science as the second-level disciplines. However, the evaluation results of "Double First-class" released by the state in 2017 show that the first-class discipline of "dance science" falls in the school of music along with the "musicology". Therefore, the development of the discipline still continues the original discipline construction, and lacks the macro construction of the first-level discipline and the improvement of the second-level discipline direction.

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the second-level discipline direction.

Beijing Dance Academy is a dance institution of education and scientific research, and the discipline construction is based on the university. The production, teaching and application of discipline knowledge as well as the administrative organization of the university should be adapted to the discipline construction at the knowledge level. After the promotion of "art", the current dance discipline continues the original discipline system for knowledge production and talent training, but also makes new knowledge expansion and structure deployment. Based on this, the author tentatively explores the subject structure at the level of knowledge, and has a deep understanding of the connotation of "first-class discipline", which can also serve as the school education and teaching reform and "Double first-class" university construction plays a certain role in promoting.

Chapter 3

Research Methodology

The researcher conducted qualitative research on Dance Education Management of Vocational and Technical College Affecting Dance Career in China. Gather information from relevant literature and research papers and collect field data by qualitatively examining the following research frameworks and methodology.

3.1 Scope of Research

3.1.1 Scope of Research Contents

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.

3.1.2 Scope of Area to Study

1. Dance department, Anyang Vocational and Technical College

2. Dance department, Xinyang Vocational and Technical College.

3. Dance department, Pingdingshan Vocational and Technical College.

3.1.3 Scope of time

July 2023- April 2024

3.2 Research Methodology

In this study, the researcher used a Qualitative Research

The Condition for selected all the Population in these dissertation

1. The sample students information provider of the study was excellent students recommended by student cadres and teachers.
2. The key information provider of the research is the expert scholar of the dance industry and the leader of the dance industry representative in Henan.
3. The teacher information provider of the study is the director of the dance teaching and Research section, with teaching and management skills.

3.2.1 Population and sampling groups

Sampling Group:

Dance Teachers, Dance Students, Director of Vocational and Technical in Henan China, Dance troupe.

Key informants

1. **Lv Yisheng** a famous Chinese dancer, esthetician, pioneer of large-scale sports evenings and one of the founders of Chinese musical theater.
2. **Pan Zhitao** a dance educator and currently the principal of Guangdong Dance School.
3. **LI Jian Hui** technician Vocational education expert artificer mechanic.
4. **Wang Song Yang** Professor, Director of the Dance Department, Nanyang Normal University.

Casual informants

- 1.Dance Students of Anyang Vocational and Technical College 10
- 2.Dance Students of Xinyang Vocational and Technical College. 10
- 3.Dance Students of Pingdingshan Vocational and Technical College. 10
- 4.Dance teachers in 3 College 9
- 5.Head of Dance Department 3
- 6.Dean of College 3
- 7.National artist 1

General informants

- 1.Pingcoal Art Troupe
- 2.The Pingdingshan Art Center
- 3.Yonghui Art Training School
- 4.Heng pai School of children's Dance Training School
5. Dance students are graduated

3.2.2 Research tools

1. Questionnaires
2. In-depth interviews
3. Observation

3.2.3 Data collection

- 1.) The researcher studied the relevant literature as follows ; Internet Research Database, Research Articles, and Documentaries related.
- 2.) The researcher conducted interviews and observed with dance teachers and dance students to understand their teaching methods and views on research issues.

3.) The researcher conducted interviews with The Director of school , Head of the dance department and Head of the Performing Arts troupe

3.2.4 Organizing and analyzing data

The researchers used the relevant literature and field data collected to classify, categorize and analyze the data.

Researchers analyze the data using theory and related research principles.

- 1) Check the collected data
- 2.) Get sorted information.
- 3.) Summarize and analyze the data
- 4.) Get edited information

3.2.5 Research Report

The researcher summarizes the analysis results according to the research objectives, discusses and analyzes the results by Descriptive Analysis.

Chapter 4

Research Results

For This paper, Researcher will analyzing the current situation of dance education management of Vocational and Technical colleges in Hernan Province and the promotion of management to cultivate better vocational dancers.

Researchers adopt the method of qualitative research through the analysis of the present situation of dance education management, and use the questionnaire survey, In-depth interviews, observation through the application of 5M management theory through dance education management, make teachers and students can effectively improve, so as to promote China Henan vocational and technical college dance education level.

- 4.1 The Overviews of Dance Education in China
- 4.2 History and Development of Dance Education in Vocational and Technical at Henan, China
- 4.3 The Current Situation of Dance education management in Vocational and Technical College at Henan, China
- 4.4 An analysis of Dance education management in Vocational and Technical College that affected to Dance career in China
- 4.5 Research Finding
- 4.6 Body of Knowledge

4.1 The Overviews of Dance Education in China

The history of Chinese dance education is not only a history in which the educational function of dance is gradually discovered, but also a history related to people's understanding of dance and the social demand for dance. Only when people have a deep understanding of the value of dance education, and the need for social progress pays enough attention to dance education, can dance education have a certain social status.

Dance education plays a key role in promoting the development of dance, and dance education has formed a complete education system in China. Chinese dance has a long history, has a long history, the progress and development of social life, with the history, China's dance career development in the society, human is the creator of dance, dance can exist continuation and development since ancient times, is because has a positive effect on human, so can develop with the development of human social life. Chinese dance has a long historical origin and profound cultural accumulation, and the process of this historical accumulation is quite long and complex. Variation is poor In the social evolution, the original dance function gradually changes to folk self-entertainment. In the Stone Age, the level of productivity gradually increased, with the emergence of metal tools, the production has developed greatly, social products can not only maintain the necessity of life, but also the surplus.

Dance education in colleges and universities should cultivate students' beautiful emotion and sentiment for the purpose, should be overview, systematic and compatibility, the focus is not on the external form and dance skills training, but is "understand" dance "background", especially the meaning of the specific dance, cultural history and environment and the resulting dance characteristics of various nationalities, therefore, dance education in colleges and universities teachers should improve their comprehensive quality.(Ming Wen Jun, 1995)



Figure 2 Ancient neon clothes and feather clothes dance
Available from www.baidu.com

In the 21st century BC, China established the first slave society -Xia Dynasty. In the Zhou Dynasty, there were six arts: ritual, music, archery, imperial, book and number. Among them, "music" includes music, poetry and dance, which is also the general term of art. At that time, rites and music were equal, rites were respectively social hierarchy, drawing a line between superiority and inferiority, and music and class contradictions. Confucius once said: "Xing in poetry, stand in the ceremony." To safeguard the interests of the ruling class.

Thus it can be seen that the fundamental purpose of dance education at that time was to serve the slave-owner class, and the royal family and the children of the aristocrats were the objects of dance education. The Zhou Dynasty of the six big wu, six small dance are more inherited Elements of ancient sacrificial music and dance. During the Han and Tang Dynasties, music and dance in the Han Dynasty reached the peak of common music, and it was indeed music and dance in the Tang Dynasty, because there

was an important situation in the development of music and dance in the Tang Dynasty, except for the emperors and nobles who were good at singing and dancing, most of them were professional artists.



Figure 3 The Tang Dynasty court music and dance team dance
Available from www.baidu.com

The Han and Tang Dynasties were the heyday of ancient music and dance. During the Western Han Dynasty, the development of court music and dance and folk song and dance was rapid. In addition to the performance, they also improved the dance, retained the essence of the period and inheritance and development. The essence of various operas, comprehensive music, dance, acrobatics, martial arts and other arts, all reflect the high development of the dance art of the Han Dynasty.

Dance style in After the song period has changed, content becomes rich and colorful, the folk song and dance active, outstanding, are very rich breath of life, but the level of his palace dance is far from the tang dynasty, with the development of economy, folk dance gradually evolved into the performing arts, folk artists also to professional, folk art become theatrical. During the Yuan Dynasty, the Yuan opera appeared, and the court music and dance became large, and the dance contained obvious religious color. In the Ming Dynasty, ceremony and paying attention to etiquette became the mainstream, without originality, opera became a popular performance at that time, and the court dance gradually declined. In the Qing Dynasty, music and dance were very popular among the rulers. The favor, sacrifice, banquet and so on all refer to the traditional music system of the Han Dynasty. So-called opera dance is after the song dynasty acrobatics, the essence of martial arts, also inherited the fine tradition of dance, all previous dynasties people will it constantly carve, after a series of development, innovation,

gradually become a more perfect performance and training system, opera dance in the process of dance development can be called is very precious cultural heritage.



Figure 4 Ancient court music and dance
Available from www.baidu.com

The product of the May 4th New Culture Movement is the new dance art of China. In the early 20th century, Chinese dance was derived from opera. It accompanied the Chinese people for nearly half a century of arduous social revolution and national salvation) experienced the cultural course of glory and dream. Chinese dance art into a new beginning is after the founding of the People's Republic of China, in the field of dance immediately produce a series of cultural policy, flowers, use, etc., rapid progress in the field of dance, also achieved good results, Chinese dance in the development of various twists and turns, gradually formed its own unique style.

ພ້ອນ ປນ ຄົກໂຕ ຂ່າວ



Figure 5 Six Periods of the development of ancient Chinese

From the founding of new China to the reform and opening up, there was basically no higher dance education in China, but only technical secondary dance education. There are also some problems in dance education. At the beginning of the reform and opening up, Beijing Dance School became a dance academy. In terms of professional dance education, after the reform and opening up, in recent decades, professional dance education in China has developed from several secondary dance schools to many universities, leading to the emergence of higher education.

Subjectively speaking, the problem of dance education in ordinary colleges and universities is the lack of understanding, the degree of insufficient attention to dance quality education in the ideological understanding, and the traditional concept is quite restricted. More attention should be paid to the education of art beyond cultural knowledge. Objectively speaking, dance art education in colleges and universities teachers or insufficient, engaged in the arts quality education teachers in the proportion of teachers, traditional teaching methods, their own quality defects, teaching system, such as imperfect, plus the school of teachers, and so on, to the cultivation of students, since elementary school, art courses every week of the schools slightly different, but the same is not too valued by leadership.



Figure 6 After the founding of new China, the white-haired Girl of the dance drama was presented on stage by Zhang Yi

In recent years, China's reform and opening up, the rise of private dance schools, primary and secondary schools and universities are also strengthening universal dance education. Peking University, Beijing University of Astronautics and others are all setting up dance courses, equipped with dance teachers and establishing dance groups. This social phenomenon in our country there is a noteworthy situation, in the size of various city active elderly dance lovers, their dance classes for the purpose of entertainment and fitness, the old elderly activity center, dance halls, streets can see their figure, they not only play dance skills also please professional dance teacher to enter their territory to them Line guidance. These large-scale dance education activities have made thousands of dance lovers of all ages find their own direction of pursuit, have their own dreams, and achieve the career of many dance teachers.



Figure 7 The founder of Beijing Ailian Dance School, the first generation of dancer in new China Photo by researcher

Chen Ai lian (December 24,1939- -November 21,2020) is a member of the sixth, seventh, eighth, ninth and tenth National Committee of the Chinese People's Political Consultative Conference, a member of the Central Committee of China Zhigong Party, a famous dance performing artist, former vice chairman of China Dancers Association and director of China Association for Foreign Cultural Exchange. As one of the founders of Chinese dance, she has made great contributions to the inheritance and development of the excellent traditional Chinese culture through her tireless artistic creation, and has become a leading figure in Chinese dance who benefits the people and goes to the world.

She founded the Beijing Ai lian Dance School, which teaches around Chinese dance, and has been teaching for many years Zhong, adhering to the concept of cultivating people, cultivating people with art and virtue, has cultivated a large number of outstanding talents in the industry. In addition to promoting education and artistic creation, Chen Ailian also actively uses her professional advantages to help poor children in remote areas learn dance and establish a career, and participates in other public welfare activities conducive to the growth of young people and the inheritance of Chinese dance. She is known as the "red dance shoes of the Republic " and also known as the "Oriental dance goddess".



Figure 8 Ailian Dance school teachers teaching and research
Photo by res earcher

In order to inherit and carry forward the Chinese dance the excellent traditional culture of the Chinese nation, adhering to the "for the party, for education" education concept, approved by the Beijing municipal education commission to social forces, formally founded in 1995, the Beijing love lotus dance school, still for the country trained thousands of dance art talents, student art troupe in performances at home and abroad and all kinds of dance competition won many honors. Through 29 years of running, the school has created a unique Chinese dance teaching system.

The needs of real dance education. In modern society, school education is all over the countries, and people engaged in dance education and teaching have formed a social group that cannot be ignored. In the bustling metropolis, you can see countless advertisements of various dance schools. At present, all provinces, municipalities and autonomous regions in mainland China have dance education. Some have established dance schools, and art schools also have dance departments, classes, professional colleges and art institutes. Training from technical secondary school to university undergraduate, from master's to doctor ' s and other levels, a variety of specific professional dance talents.

In addition, all levels of mass art centers, cultural centers, youth palace, Children 's palaces are equipped with full-time guidance staff, all kinds of early childhood education, teachers are required to master a certain teaching ability. It can be said that dance education has formed a complete education system in China. Like any one art development, China's dance art also cannot leave the influence of time and background, more than 30 years of reform and opening up, with the development of The Times, the people of the people's material level and the improvement of spiritual life, the world cultural communication, Chinese dance facing the world, the future, modernization, Our country dance art adhere to the development of Chinese excellent national tradition, and keep pace with The Times, has a best in dance education Show the results. Chinese dance has a good situation, which drives the development of dance art. Only by strengthening the national consciousness, stimulating the enthusiasm of the masses for dance, and inheriting the fine traditions of the Chinese nation, do we also need to absorb the excellent foreign culture. (Feng shuang bai,2017).

To introduce the national excellent dance to the world, gradually make China's dance cause to get greater development. The development of dance should follow the law of art, and the establishment of the concept of dance art should be correct and scientific. Dance education plays a driving role in the development of dance. To develop the Chinese dance cause, we must develop the distinctive dance cause. Pedagogy itself and the needs of the whole educational activities, science and education to rejuvenate the country, education-based thought The rise and fall of education is an important indicator. It is related to the success or failure of national construction. In welcoming the arrival of the new century, some countries have incorporated art education into the education of national education, and put dance in a very important position.

Chinese dance education began formed in culture, culture mouth for climb the dance peak of the world, the attention on professional education is inevitable, dance can only on the pure professional road forward because ordinary education did not put the dance in the position, in ordinary education, educators admit dance of aesthetic education, but due to the history of education pattern is difficult to change. With the academic burden of students already very heavy, dance education is already very difficult to get in. There are also many problems in teachers' teaching materials, which are all to be overcome

and solved gradually. With the country's comprehensive reform and opening up with the vigorous development of national economic construction, the dance education mode formed under the original situation of blockade and closure "is far from meeting the growing cultural needs of the people.

The political and economic situation is full of vitality, which brings the greatest possibility to the development and perfection of the dance education system. As a social ideology, dance education, like other education, is restricted by certain social and historical conditions. When human beings enter the class society, the inevitable dance education is dominated by the aesthetic view and world view of the ruling class. All things reflect the class interests and class consciousness. If we want more deeply about the development of dance Understand, then we can only understand its itself and the history of development.

From the development of the history of Chinese dance, we can clearly see the degree of dance education, which has played a certain positive role in the development of dance. The continuous and stable development of dance education in the past dynasties has all proved the importance of dance education. The education of dance has cultivated people's comprehensive quality, played a positive role in the development of the whole dance cause, and also enabled people to develop in an all-round way, which is not only beneficial to individuals, but also very helpful to the development of the nation and the country, the people are strong, the nation is strong, the country is strong.(Li Zheng Yi,2009)

With the opening of education after the accession of the WTO and the increase of deregulation, more western educational institutions will enter China and bring its ideological and cultural influence. Therefore, under more open conditions, it is also our sacred duty to maintain and carry forward the fine cultural traditions of the Chinese nation while absorbing the achievements of foreign advanced civilizations. Traditional culture is accumulated in the long river of history, but it is not invariable, with the development of The Times Add new content. Traditional culture according to the content of the research, can be divided into the following layers of physical culture, namely in material culture form the traditional production and life, the way of system culture layer, performance in the system of the traditional moral and legal norms behavior culture, namely the traditional etiquette, customs, customs and folk spirit culture, performance in social ideology and social psychology of traditional culture, such as traditional philosophy, Religion, art, values, social psychology, national character, etc. Modernization is the spirit of the predecessors and, based on the basis of complex social engineering, for traditional culture, it is a new thing, whether by cultural invention, innovation caused the change of social modernization, or from external heterogeneous culture, the promotion of social change, are all on the basis of the original culture or social modernization, is the change and transformation of traditional culture.

Therefore, The realization of modernization mainly depends on people's courage to explore and innovate. A nation addicted to traditional culture and without innovative consciousness is a hopeless nation. The impact of the wave of modernization on traditional culture is unstoppable.

The modernization process of any country and a nation is the product of combining the universal characteristics of the modern society with the historical conditions and cultural traditions of the nation, with different nations and different countries The road

of the family is different. This is because different countries have different historical conditions, different social and natural environments, different development of social modernization, different levels, and different cultural and historical traditions. Any process of social modernization will be impossible to succeed if the actual situation of a different nation or its own country is combined.

The traditional culture of society and nation is not only the basis of social modernization, but also stipulated by traditional culture And shapes the basic personality characteristics, attitude system and behavior mode of social members. In a sense, education is a cultural undertaking, which is inextricably linked with culture. On the one hand, education is the main channel for inheriting and updating culture.

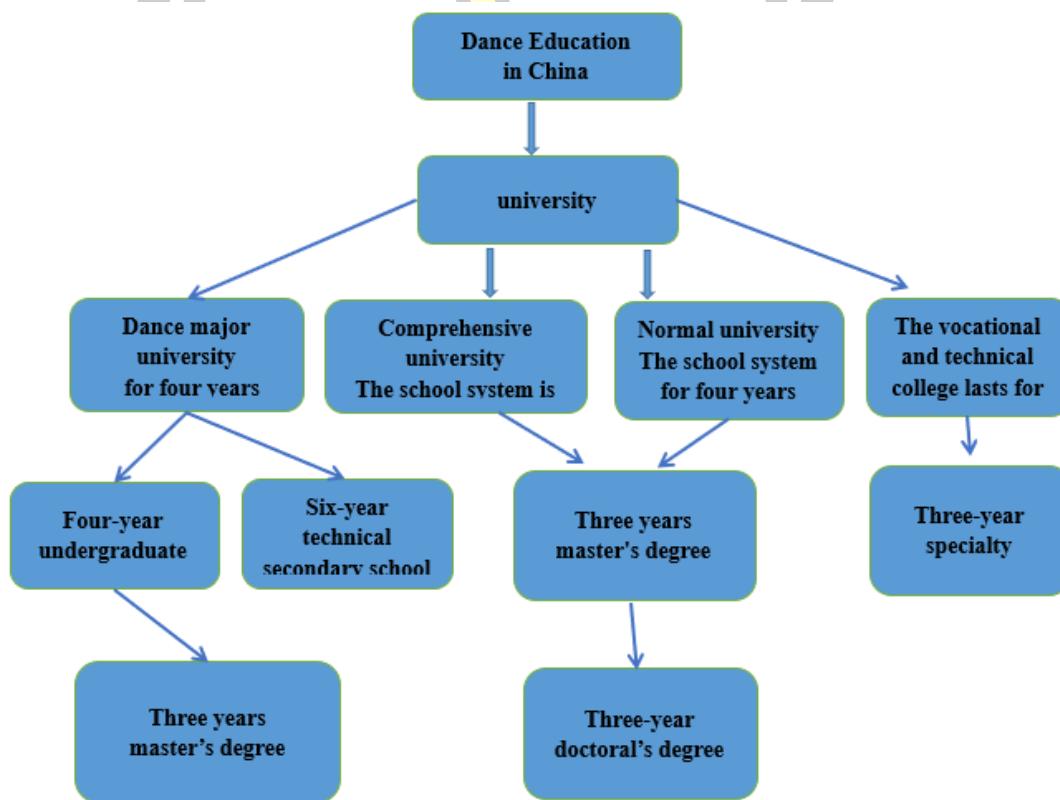


Figure 9 Chinese dance education type and school system
Flow chart by researcher

Dance education before the founding of new China, is in the court, no system of dance education, after the founding of new China, established a special dance school, dance education slowly systematic, with the establishment of Beijing dance academy in 1954, slowly draw lessons from Chinese opera, acrobatics, martial arts, and western ballet, discipline construction is more and more perfect, then popular in the country, dance professional schools across the country, in the normal university dance department, and then established in a comprehensive university dance department, vocational colleges to open dance professional dance department.

On the other hand, any cultural change will bring about a series of changes from

educational purpose, curriculum setting and teaching methods. Folk dance art, as a special national cultural phenomenon, contains the research, investigation and exploration of traditional culture. All aspects of the discussion is a dynamic art with the human body as the performance intermediary. It is not limited by the language. It can communicate feelings, make the dancers and the audience resonate, accumulate ancient culture, inheritance, national examination, beauty psychology and values, and integrate the spirit of The Times through the dancers' performance to breed new creations. Chinese dance art and dance education, as early as the beginning of the century, has begun to be influenced by the western dance art and dance education methods.

In the earliest direction in the history of modern Chinese dance What Europe and America studied modern dance and ballet and showed them off as Yu Rong Ling, a dancer in the late Qing Dynasty. Later, Dai Ailian, Wu Chopin and other older dance artists introduced western ballet and modern dance into China. However, the metaphor and impact at that time were not as fierce and powerful as they are now. The process of modernization is not only the process of social change, but also the process of adaptation to this change. It is the continuation and extension of the health of traditional culture.

firstly, absorbed the past people All the needs and spiritual wealth created by history, on the other hand, push human civilization to a new stage with the creativity and transformation ability of traditional culture.

Secondly, it is the need of the reform and innovation of the folk dance art and the folk dance education itself. According to statistics, by the end of the year, many universities in China have set up art majors or art courses, but at the same time, due to the lack of macro management, there are many problems in teaching.

In order to strengthen the management, guidance and research of the teaching of art majors in institutions of higher learning, the Ministry of Education recently established the "Teaching Steering Committee of Art majors in institutions of higher Learning" to guide the teaching infrastructure construction of the courses, teaching materials and teachers of art majors in institutions of higher learning, promote the teaching reform and deepen it continuously. Jiang Wantong, a professor of the Art Center of Renmin University of China, believes that in order to regard the school's art education as a systematic project, it is necessary to use the theory of systematic science to examine and apply the art education The methodology of systematic science deals with and solves the various problems existing in the discipline construction process of school art education, and explores and creates a distinctive school art education mode. From the perspective of system science, school art education itself is not only a systematic project, but also a subsystem of school education. Therefore, it is necessary to establish an open art education system. However, an open art education system must have the corresponding construction, first of all, the all-round construction of art disciplines System, this kind of discipline system is music, dance, drama as the main body of the performing art discipline, painting, architecture, design as the main body of the plastic art discipline, poetry, prose, novels as the main body. Second, there should be multiple layers, secondary teaching methods and methods. Performance, creation, appreciation and theory are different structural levels of art, and the content of different levels needs its corresponding teaching methods and means.

Thirdly, To the cross and integration between disciplines. Because between art categories, art and science categories not only influence each other, but also have indissoluble ties.

Dance education in our country to the world, let the people of all countries know and learn Chinese dance, let them to understand China, so, for the development of dance education in our country, in order to get good enough effect, we must vigorously promote, in the propaganda of our excellent culture at the same time, but also appropriate from foreign excellent culture, to make up for our shortage, so as to make China's dance education get bigger and better development. (Ou Jian Ping,2015)

Education is the basis for the development of science and technology and the training of talents. It plays a leading and overall role in the modernization drive, and must be given priority to the strategic position of development. Comprehensive consistent, through the party's educational policy, adhere to the education for the socialist modernization service, serve the people, combined with productive labor and social practice, training moral, intellectual, physical and aesthetic development, socialist builders, and successors. We should adhere to educational innovation, deepen educational reform, optimize the educational structure, and rationally allocate educational resources We will improve the quality and management of education, comprehensively promote quality-oriented education, and train hundreds of millions of high-quality workers, tens of millions of professionals, and a large number of top-notch innovative talents. We will strengthen the construction of teachers and improve teachers' ethics and professional level.

Innovation should refer to an open concept, a flexible way of thinking, a management of resources and pursuing efficiency according to local conditions, a system that respects reality and serves reality, and also a system that can be continuously optimized, coordinated and integrated, and always in the best state of sustainable and continuous development.(Wan Su ,2017).

Only by turning, changing our previous thinking pattern and rigid development model, innovation will be living up of the name. 'Whether we like it or not, along with the change in economic life, the whole Social life will change, and the superstructure with ideology as the main content, which is not coordinated with the economic foundation, will inevitably lead to various problems and crises. Therefore, we must know China's position and situation in the development and competition, and find out the correct road of reform and development through the analysis and understanding of education problems.

Chinese dance art and dance education, as early as in the early 20th century, has begun to be influenced by the western dance art and dance education methods. In the history of modern Chinese dance, it was the first to learn modern dance and ballet from Europe and America and show the dancer Yuling in the late Qing Dynasty. Later, Dai Ailian, Wu Chopin and other older dance artists introduced western ballet and modern dance into China. However, the metaphor and impact at that time were not as fierce and powerful as they are now. Modernization process It is not only the process of social change, but also the process of adaptation to this change. It is the healthy continuation and extension of human and traditional culture.

Firstly, it absorbs all the material needs and spiritual wealth created by previous human history. On the other hand, it pushes human civilization to a new stage with the creativity and reform ability that traditional culture has never had.



Figure 10 Classroom teaching presentation of Beijing Dance Academy
Photo by researcher

Secondly, it is the need of reforming and innovating the folk dance art and the folk dance education itself. According to statistics, by the end of the year, there are many universities and universities in China. However, with the rapid development of colleges and universities, there are many problems in teaching due to the lack of macro management. In order to strengthen the management, guidance and research of the teaching of art majors in institutions of higher learning, the Ministry of Education recently established the "Teaching Steering Committee of Art majors in institutions of higher Learning" to guide the teaching infrastructure construction of the courses, teaching materials and teachers of art majors in institutions of higher learning, promote the teaching reform and deepen it continuously. China Renmin university art center professor Jiang wantong think art education as system engineering, to the school of system science theory to examine art education, using the methodology of system science processing and solve the school art education discipline construction process, the problems existing in, explore and create a distinctive school art education pattern.

From the perspective of system science, school art education itself is not only a systematic project, but also a subsystem of school education. Therefore, it is necessary to establish an open art education system. However, an open art education system must have the corresponding construction, first of all, a comprehensive art discipline system, this discipline system is music, dance, drama as the main body of the performing arts discipline with painting, architecture, design as the main body. The discipline of art takes poetry, prose and novel as the main body. Second, there should be multiple layers,

secondary teaching methods and methods. Performance, creation, appreciation and theory are different structural levels of art, and the content of different levels needs its corresponding teaching methods and means. Third, the intersection between disciplines. Because between art categories, art and science categories not only influence each other, but also have indissoluble ties.

History is a continuous process, to understand today's education reform, we have to pay attention to the yesterday of education, because it is certainly the product of The Times, it will never erase the traces of history. Only by understanding the past, only on the basis of summarizing the past experience and lessons, can we talk about reform and innovation dance education can be divided into mass dance education and professional dance education according to different objects and different purposes. The former is mainly popular, with the purpose of self-entertainment.

It passes through The training of short-term training classes and the teaching of basic knowledge of dance can also improve the art appreciation level of the masses, strengthen the body to appearance, promote the construction of spiritual civilization, so the world, all countries attach great importance to the mass popularization of dance education.



Figure 11 Student stage practice of Beijing Dance Academy
Photo by researcher

The latter is mainly improved and aims to cultivate specialized talents. It through the dance school, school and professional art institute, group training, member method,

give strict basic training and technical training, and through, the dance history, the theory of teaching, Cultivate and transport excellent professional talents for various professional dance groups. The dance education mentioned in this paper refers to the latter education- -professional dance road education.

Founded dance school, establish dance education system of the founding of new China, before, the famous dancer Wu Xiaobang, years, in Shanghai, do xiao bang dance school, this is the beginning of modern dance education in China, in Guangdong qujiang area provincial art college opened a dance department, is the earliest in modern China formal professional dance education institutions. famous Dai Ailian, a dancer, also founded the dance group of Yucai School in that year, and also engaged in dance education activities in Shanghai Private Music and Dance School, National Normal College and Beijing National College of Arts. Their above education and teaching activities have laid a good foundation for the development of dance art education in new China.

At the beginning of the new China, the art of China's dance has achieved unprecedented development. When the Central Academy of Drama was established, the dance team of the School of Literature and Arts joined the Central Academy of Drama. It has established the first dance troupe in China. After that, the central government, the provinces, cities, autonomous regions and various industries have set up professional song and dance groups, and at the same time, amateur song and dance groups also sprang up like bamboo shoots after a spring rain.

Professional song and dance groups need high standards of dancers and choreographers after strict professional spoon practice, and amateur song and dance groups also need dance instructors. In this situation, the professional song and dance groups train dancers and dance tutors in the form of their own student classes and short-term dance training classes. However, this way has not to meet the objective requirements of increasing development. Therefore, it is very urgent to establish a professional dance school to train professional dance talents. (Wu Xiaobang ,1950)

At that time, the Ministry of Culture of the CPC Central Committee was formulating Chinese culture and art In the development plan, dancer Wu Xiaobang's suggestion that China should establish a dance school was adopted, and preparations began at the end of the year. A meeting of the preparatory committee of the Ministry of Culture, was decided to hold a training class for dance teachers to solve the problems of teachers and teaching materials, and named the future school as "Beijing Dance School". At the same time, we also decided to learn from the experience of Soviet dance education, hire Soviet dance experts to help us establish a dance school. On this decision, established China's dance education is destined to move towards the "early professional type" education mode.



Figure 12 Dance students participate in professional dance competitions
Photo by researcher

At the end of the year, the Soviet dance expert Irina came to Beijing, began the investigation and understanding of the current situation of Chinese dance art. After understanding, the expert proposed to the Ministry of Culture the establishment of Beijing Dance School to run a three-month training class for dance teachers, and organize the teaching materials in the second half of the year to open an annual secondary dance school.

Dance instructor of the Ministry of Culture The training class was officially launched. On the one hand, the students came from the Chinese classical dance teaching material research group and the Chinese folk dance teaching material research group established for the establishment of the dance school. On the other hand, they recruited some dance dancers and other art groups. The training class is divided into four professional groups, namely, Chinese classical dance, Chinese folk dance, ballet and foreign representative folk dance, character dance. Students participate in seminars, and develop teaching materials and syllabuses. After more than 2 months of hard study and work, I have compiled and formulated the annual ballet and representative syllabus, folk dance syllabus, textbooks and syllabus for Chinese classical dance to the grade, and folk dance textbooks for the Han, Uygur, Korean and Tibetan nationalities. In July, after the examination was recognized by the Ministry of Culture, the first batch of teachers with dance education as the profession was born.

Their teachers, identities, dance textbooks and syllabus developed with them, It has become the most important guarantee for the establishment of Beijing Dance School, and all the conditions for the establishment of dance school. In September 1954, the first dance school in China- -Beijing Dance School was officially established and held the opening ceremony. Dance school education in the modern Chinese sense has since begun.



Figure 13 Academic exchange activities
Photo by researcher

The first principal of the school was Dai Ailian, a famous Chinese dancer. The school has six teaching and research groups, including Ye Ning, the group leader of Chinese classical dance, Sheng Jie, Yuan Yonghai, the representative, the group leader of folk dance, Li Jinxiu, the group leader of cultural courses, and Liu Shi, the teaching and research group. There were 198 students and 106 staff members. In the early stage of the school, the educational policy is "to train dancers and teachers with comprehensive performance ability in order to meet the needs of the national cultural construction, Learning from the advanced experience of the Soviet Union to establish the dance school, the school gradually reached a complete regularization, and to the nine-year excessive dance school development.

In the whole teaching work, must carry out the direction of the workers, peasants and soldiers, master the basic principles of socialist realism creation method to inherit and carry forward the fine tradition of national and folk dance art, study the Soviet union and other advanced countries dance art results implement the combination of theory and practice, the combination of classroom teaching and performance practice."warp In a stage of teaching practice, school leaders and teachers realize that the students' learning burden, teachers are busy teaching and no time for scientific research and discipline construction, so "in the future must make the training standard specialization, task simplification", and to the school education policy, put forward " our school in order to inherit and carry forward the national and folk dance art, good tradition, learning the Soviet union and other brothers countries excellent dance art Fruit, to experiment with the construction of Chinese folk dance drama and learn the Russian school of the dance drama to cultivate actors with ordinary middle school cultural knowledge and professional performance ability of folk dance or ballet."In the second half of the year, the students are divided into two majors: folk dance and ballet, teachers are also divided into two majors, the teaching and research section is divided

into ethnic dance drama and European ballet.



Figure 14 Graduation party for dance students
Photo by researcher

Later, Shanghai Dance School in 1959, 1959 Guangdong Dance School in 1959, Sichuan Dance School in 1960, Xinjiang Art College in 1960, etc. The Chinese dance education system and regulations were initially established. At that time, the dance professional schools, for secondary professional schools. The main task is to train dance professionals for the country, mainly to provide dance professionals for various dance art groups. After 20 years of development, on October 1, 1978, by the approval of the State Council, Beijing dance school renamed Beijing dance academy, on the scale of the original Chinese dance education professional, add the ballet, ballet department, history of dance department, social department, 1989, 1987 from the folk dance category formed the folk dance, became the first independent organizational system, dance of complete, professional, equipment perfect dance, universities, and, at present the national 31 alone It is the only dance professional college among the established undergraduate art colleges. It began undergraduate students in 1979.

In 1982, the Dance Research Institute of the Chinese Academy of Arts began to recruit master's students in dance history and theory.

This epoch-making event in the history of Chinese dance not only corrected some people's misconception that people who engage in dance art are "developed limbs and simple mind", further improved the Chinese dance education system, and opened a precedent for cultivating graduate students in the history of dance art education in new China. Moreover, it will be of great historical significance to the establishment, development and gradual improvement of the theory of dance in China. In 1997, he began to recruit doctoral students in dance science, and the dance art education system was established.



Figure 15 Academic exchange in dance education
Photo by researcher

At present, there are four majors in dance education, namely dance performance technical secondary school, junior college, undergraduate, college, junior college, undergraduate, dance history, dance history, dance theory major. It is worth mentioning here that the dance teacher training is held in the Ministry of Culture Spot before years, ShenYang, drama institute established organized for a year of two classes one is hosted by Chinese dance master Wu Xiaobang "dance movement cadre class", called "dance" another is hosted by the Tibetan Cui Chengxi "dance research", called "dance", later in China dance education, theory of many famous celebrities, such as Luo Xiongyan, Li Zhengyi, Jin Yihua are from this class, dance education in China It is a glorious page.



Figure 16 Dance students to participate in the national social practice activities
Photo by researcher

With the world, the boundary economy, the surge of globalization and modernization, the political and cultural impact is also very great. The essence of globalization is not only economic globalization, but also the globalization of various cultures, politics or politics and ideology. However, from the reality, all our global information is basically flowing from western developed countries to development, one-way rather than two-way. Therefore, it can be said that globalization is westernization, which is the globalization of western culture , Our human culture is diverse, so with the process of cultural globalization, we pay more attention to how to protect cultural diversity and diversity. (Qu Xue yong 2003)

We are faced with a great era, where both opportunities and challenges coexist. How to fully inherit and carry forward the excellent national traditional culture in the new historical period, establish the values, aesthetic values and moral values in the new era, and enhance the cohesion of the people and the nation, is a lofty and arduous task entrusted to us by The Times.

Culture is a national culture. The core of a national culture is the cultural values of its own national identity. Values are the concepts shared by people in a society or group to distinguish between good and bad, right and wrong, meet or against people's wishes, feasible and not feasible. Therefore, in the face of this surging tide of globalization and modernization, national culture is faced with a series of important issues such as how to preserve national traditional culture, how to inherit national culture and how to adapt to modernization question.



Figure 17 Dance students participate in the opening ceremony of the sports meeting
Photo by researcher

National dance is the product of the specific society, history and culture of the nation.

With the change and development of The Times, the closed social structure it is attached to gradually disintegrated under the conflict of modern civilization. The ancient image level and utilitarian content it contains can no longer spirit to surpass the people in the new era, and it is impossible for modern people to appreciate all the aesthetic emotions of predecessors in the process of creation. It can only be used as a conventional ornament in folk activities, spread among the shrinking folk groups, and it is facing the same as its own cultural background Aging and choice.

As an important part of national culture, with the development of The Times, the dance art itself also needs to keep pace, so as to adapt to the development of The Times, adapt to the domestic and foreign markets, and adapt to the globalization.

4.2 History and Development of Dance Education in Vocational and Technical College at Henan, China



Figure 18 The Mapping which show the area of Sampling group of Vocational and Technical College in Henan,China
Available from www.baidu.com

As a province in China, Henan province has a rich cultural history, and dance

education is gradually developing under this background.

As an independent art category, known as the "mother of the art" dance, with its to capture the beauty of nature, show the truth of life, guide the life to the good social function, with the evolution of the media, historical development, after up, fall, xing, decline but become an important means of comprehensive performance, or scattered in the field, continue in the people of the "entertainment" life. This may be the feelings of many literati in the past, but if they expand their vision, the ups and downs of history have never allowed the development of Chinese dance Interruption, whether opera art or folk dance, continues the blood of Chinese dance in different ways.

In particular, the folk dance in the countryside and the streets grew tenaciously in the violent historical transition and social unrest, and achieved a long and surging culture of Chinese dance today.

In the early 20th century, along with the development of modern Chinese civilization, in the "Five · four" new culture movement trend, especially in comrade Mao ze dong in Yan'an art symposium speech under the guidance of the spirit, dance out of traditional opera, grow from the vast folk fertile soil, learn from western civilization, to reshape the independent character of the new Chinese dance art. In the meantime, the dance pioneers left a solid footprint in this century : Wu Chopin, Dai Ailian, the messenger of communication and western dance culture, Jia Zuo guang, known as the son of the grassland, and Kang ba l Khan, known as the "Mei Lanfang" of Xinjiang, etc.,

Teacher and its inheritance disciples, with noble patriotism to dance career in the art and the fate of the motherland, in the intersection of Chinese and western dance culture, in line with the principle of "ancient, foreign" created the Chinese style, Chinese style of dance art, and each leading, unique, made the Chinese colorful dance world.

After the founding of new China, the masters with different dance training backgrounds have devoted themselves to the beginning of Chinese dance education with the enthusiasm of building the new China dance cause and following the advanced concepts. They may dig from historical sites, will precipitate " historical dynamics "Opera" dance "to rebuild the once brilliant Chinese classical music and dance culture, or extract from the scattered" living " of the folk dance to sublimate the living state of folk dance into a dance system highlighting the national cultural characteristics. With their scientific attitude and tireless efforts, the dance education cause in new China has gained a high starting point. The efforts of several generations of dancers have built up the two pillar teaching systems that support the sustainable development of Chinese dance today. —Contemporary "Chinese classical dance" and "Chinese folk dance".

(Ou jian ping 2006)

In 1954, after the establishment of Beijing Dance School, a teaching and research group, and then to 1987, Beijing Dance

The establishment of the Chinese Folk Dance Department and more dance colleges carry out ethnic folk dance teaching with different characteristics. The development of the Chinese ethnic folk dance teaching system has experienced a construction process from scratch. Today, the Chinese folk dance teaching system has become an important "new force" in Chinese dance education, and the Chinese classical dance teaching system have supported half of China's dance education.

However, the development of vocational dance education in Henan province has started the road of vocational dance education in Henan province according to the experience of the dance discipline of Beijing Dance Academy.

The practice of vocational dance education in Henan province is sorted out and specifically divided into three development stages:

Table 4 Three development stages of Vocational and Technical College education in Henan province, China

stage I	1949年—1977年	The founding of new China
stage II	1978年—1999年	After the reform and opening up
Stage III	2000年—present	After the new century

The first stage after the founding of New China (1949- 1977)

After the founding of new China, the National Ministry of Education. The importance of dance education is very recognized, and it is incorporated into the national education policy, which is the content of the socialist education system with Chinese characteristics. At this stage, China's aesthetic education work is in a preliminary development period, and the focus of aesthetic education work is to deepen the people's understanding of aesthetic education, and enhance the status of aesthetic education work. In 1950, in the speech at the First National Higher Education Conference, it was proposed that aesthetic education is an important part of the national development of education. In order to realize the all-round development of students, attention should be paid to the promotion of intellectual education, moral education, physical education, aesthetic education, labor and so on. In 1954, Premier Zhou Enlai stressed the importance of aesthetic education in the government meeting , Clear the equal development status of aesthetic education and the other four education. At this stage, the aesthetic education in higher vocational colleges realized "from scratch", and gradually determined the development goal of aesthetic education teaching.

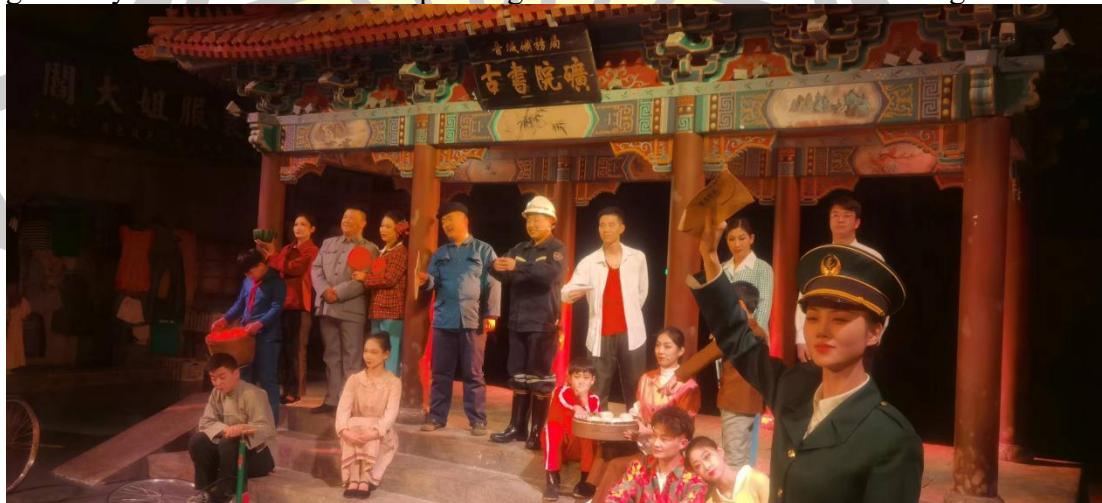


Figure 19 Dance style at the beginning of the founding of new China

The education in Henan province has long been influenced by the feudal thought of "learning well is an official". The implementation of exam-oriented education, the purpose of vocational education is simply regarded as cultivating practical technical and skilled talents, ignoring the essence of education is a kind of education about "people". The management system of vocational education in Henan has not yet been integrated, and the operation mechanism is not smooth, mainly due to the establishment of the macro education management department and the non-unified management department of the school business guidance department, resulting in the split pattern of vocational education management functions. The overlapping and unclear management functions, and the subordination relationship under multiple management, affect the unification of China's vocational education policies and regulations Sex and integrity.

Through research, researchers believe that vocational education and relevant functional departments and other types of education lack mutual communication, and no due integrated education system is established among various types and levels of vocational education. Employment-oriented higher vocational education is different from ordinary higher education in function. In China, it has not yet formed a mechanism of separate management of vocational education of all types and levels. In addition, China's higher education legislation is not perfect, there are many human factors to the management of higher vocational education interference, therefore, it is impossible to completely get rid of the government's highly administrative management mode.

The second stage: after the reform and opening up (1978 -1999)

Under the influence of the Cultural Revolution, the dance vocational education was interrupted before this stage. However, with the ideological liberation of education in 1978 and the implementation of the reform and opening up policy, the aesthetic education in higher vocational colleges also appeared a new turning point. It is also in this stage that the status of art education such as dance and art has been faced again, which has laid a foundation for the combination of dance aesthetic education in the new period.



Figure 20 Praise of the motherland stage stills
Photo by researcher

On December 28, 1986, dance education was re-incorporated into the national education policy, making a new development plan for the aesthetic education in China. Issued in 1988 Opinions on popularizing Art Education in Ordinary Colleges and Universities, It is pointed out that the main way of aesthetic education practice is art education, which is an important education way to improve students' comprehensive quality but.

The aesthetic education function of dance has also gradually attracted people's wide attention. The Outline of China's Education Reform and Development promulgated in 1993 is a systematic explanation of the function of aesthetic education, emphasizing the implementation of efficient aesthetic education through various art education, such as music, dance, calligraphy and fine arts. At this stage of development, China's aesthetic education has been further popularized, schools actively into the dance education system, the status of art education has been promoted.

The Third Stage : After the new century (from the first year of 2000 to the present).

Entering the new century, Henan dance education work .With a deeper development, the dance has also formed the corresponding education mode.2, All, published in 2001. The Development Plan of Art Education in Chinese Schools (2001- -2010) defines the goal of art education, right. The work content of dance aesthetic education is expounded.2014 On Promoting the Development of School Art Education. The opinions pointed out the objectives, key links, evaluation, guarantee and other aspects of the dance aesthetic education work should reform.

In 2015, the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education, pointed out that one should be advanced enrich the content system of aesthetic education curriculum, and refine the aesthetic education work, introduce the dance aesthetic education teaching form, improve. The effectiveness of high aesthetic education work. In October 2020, the General Office of the CPC Central Committee and The State Council issued the issue of On All.



Figure 21 Stage practice performance
Photo by researcher

The Opinions on Strengthening and Improving School Aesthetic Education in the New Era clearly point out that Xi Jin ping should be used to China in the new era. Color socialist thought as the guidance, adhere to the moral education, innovate the working mechanism of aesthetic education, build the whole process of the whole staff. The new pattern of aesthetic education points out that a full-coverage, diversified and high-quality China will be basically formed in 2035 Characteristic of the modern school aesthetic education system.

At present, dance education in Henan is everywhere in Henan higher education institutions, appearing a prosperous scene. It has provided more professional dancers and more professional dance educators for Henan province. But art education needs constant improvement and improvement.

In recent years, many colleges and universities all over the country have added art departments, dance departments or dance majors, which has promoted the rapid development of dance art education in vocational colleges. However, compared with dance undergraduate school, how should vocational college open dance major position? What are the teaching objectives and teaching direction of a vocational college? How to set up the course of comprehensive dance talents to meet the needs of the country, the society and the market? How to innovate the existing teaching mode these are the urgent problems to be studied and solved in dance education in vocational colleges. Researchers should focus on thinking and exploring dance professional courses such as it only meets the needs of the country, the society and the market.



Figure 22 Researchers discuss teaching management with dance teachers
Photo by researcher

Researchers in order to better the understanding of Henan vocational college dance education status and development specially to Henan province with regional representative of three vocational college in the study, the three colleges are Anyang vocational and technical college, Xin yang vocational and technical college and researchers now work college Ping ding shan vocational and technical college. From the three vocational colleges school conditions, discipline support, professional

students, employment situation, professional conditions, teacher teaching level questionnaire, teachers and student representatives interview, a detailed survey in the form of sampling survey.



Figure 23 Group photo with the leaders and teacher representatives of Anyang Vocational and Technical College
Photo by researcher



Figure 24 Researchers took a group photo with dance students of Xinyang Vocational and Technical College
Photo by researcher



Figure 25 The Dean of the Dance Department of An yang Vocational and Technical College explains education and management
Photo by researcher

After investigation and research, the researchers summarize as follows: the training goals of the three vocational colleges are basically the same, which are to enable students to develop comprehensively in the field of dance art and cultivate high-level and compound dance talents for the society. After graduation, students are adapted to be engaged in dance performance, choreography, art guidance, teaching and scientific research work of their major in various units and related art departments. The curriculum is based on the four-year undergraduate textbooks of Beijing Dance Academy, with basic skills of ballet, Chinese classical dance, Chinese folk dance, Chinese and foreign dance history theory, dance teaching method, choreography, works rehearsal and so on. Students are roughly the same, they are without too many basic dance students, only a few students have received phased dance education in social dance training courses in primary school.

Table 5 The basic situation comparison of the three vocational colleges in Henan Province

School condition	Subject support	Professional students	Stude nt	Professiona l conditions	Teacher level
PING DING	preferably	same as	Most of them have no foundation	same as	preferably uneven

SHAN						
AN YANG	preferably	preferably	Most of them have no foundation	same as	preferably	uneven
XIN YANG	preferably	same as	Most of them have no foundation	same as	same as	uneven

4.3 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. (Yu Ping, 1999)

4.3.1 The development status of higher vocational education management in China.

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 a 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' 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.



Figure 26 Stage practice
Photo by researcher

2. Educational management methods are relatively backward

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.



Figure 27 Teachers of Anyang Vocational and Technical College
explain the campus planning
Photo by researcher

3. The education management system is not sound

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. (Jin Li Lin , 2011)

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.



Figure 28 Visit the school History hall of Xinyang Vocational and Technical College
Photo by researcher

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.



Figure 29 Participated the education management lecture of Anyang Vocational and Technical College
Photo by researcher

4. 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.



Figure 30 Participated the education management lecture of
Xin yang Vocational and Technical College
Photo by researcher

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. (Zhang Yi ,1999)

5. Certificate connection management and teacher management of higher vocational education.

China's higher vocational education certificate system includes two types of academic certificates and professional qualification certificates. Higher vocational education diploma issued by the government education department, management, professional qualification certificate issued by the government labor, personnel department, management, the labor department is responsible for giving priority to with skills of professional qualification and certificate of issuance and management, personnel is responsible for professional and technical personnel professional qualification evaluation and certificate of the issuance and management.

The multi-head management of this vocational education certificate system leads to the lack of communication in the content of different kinds of vocational qualification certificates, and the phenomenon of mutual recognition in the certification. In addition, as a vocational and technical education and training of higher vocational education, its diploma certificate only represents the junior college degree, and can not be used as a professional qualification certificate, is not against the original intention of vocational education. Fortunately, China's vocational post qualification certificate requirements are not strictly in place, the impact on employment is not very big, because many industries have not established their own professional qualification certificate system.

At present, the teachers of higher vocational education in China mostly use the combination of professional and part-time teachers. There are three situations here. The first is higher vocational education organized by ordinary colleges and universities, the second is higher vocational education organized by local governments, and the third is higher vocational education organized by social forces.

(Wang Ning, 2006)

In the first case, the teachers of higher vocational education mainly rely on their own teachers in colleges and universities, while higher vocational education and general education realize resource sharing, and the insufficient teachers are supplemented by a small number of full-time and most part-time teachers recruited by the society. Although the teachers are relatively guaranteed, but really suitable for higher vocational education "double-qualified" teachers also Is very lack, resulting in the characteristics of higher vocational education is not prominent, and even in the form of ordinary higher education.

In the second case, the higher vocational education teachers are mainly our own teachers, although this part of the teacher "double type" proportion is higher, but most is done before good secondary vocational technical school teachers left or turn, this is the main source of local government preparatory vocational college, from technical secondary school to college education, teacher quality remains to be improved. In the third case, the teachers of the college are mainly part-time teachers recruited in the society, and they have some full-time teachers, and their quality is low, and the quality of education is difficult to guarantee. As our country's higher vocational education The current situation of education teachers is very not optimistic.

On the one hand, it may be that the popularization of higher education in China is too fast and there is a shortage of teachers; on the other hand, higher vocational education is still in its "infancy". Therefore, the management of teachers in higher vocational education is also a very weak link, which is reflected in the lack of necessary qualification control and quality control means for the quality of the teachers recruited, and the lack of necessary social practice and corresponding professional training for the in-service teachers.



Figure 31 The excellent teacher of Anyang Vocational and Technical College
 Sharing his experience
 Photo by researcher

6. Internal management major management and curriculum setting of higher vocational College

Higher vocational colleges mostly adopt the dean responsibility system under the leadership of the party committee or under the supervision of the general branch of the party. The internal management situation of higher vocational colleges mainly shows the three types as described above. The first type is the higher vocational education held by colleges and universities, which is generally undertaken by the adult education colleges in the past. It is mostly a set of teams, two brands, and a few additional teaching management departments at most. Therefore, the management institutions of most higher vocational colleges are not perfect, the rules and regulations are not perfect, the operation is orderly but not standardized, and the management is not in place.

The second type is the higher vocational college that local government invests in, it is formed by a few middle and high vocational schools in the past commonly, or by the past worker big Study reconstruction, or completely new, the general management organization is relatively sound, the rules and regulations are relatively perfect, the operation is relatively standardized, orderly, the management is basically in place. The third type is the higher vocational colleges organized by the society (enterprises). Due to the pursuit of low cost and high profit, the management personnel of the college are also "streamlined", the rules and regulations are not perfect, the operation is not standardized, and the management cannot be in place. At present, the government also lacks the development, promotion and use of relevant management software. Although the colleges have introduced microcomputer and even established an internal network to participate in part of the management work, the standardization degree, quality and efficiency of the management work have not been effectively improved tall.



Figure 32 Dean of Xinyang Vocational and Technical College
analyzes education management
Photo by researcher

Professional setting of higher vocational education in China, mainly by the higher vocational college according to the relevant provisions of the state, combined with the demand of market professional jobs group of present situation and development prospects, according to their own teachers, experimental training base, books, classrooms, buildings, such as educational conditions, after the feasibility study of the campus professional construction committee, approved by the competent administrative department for approval, and report to the national Ministry of Education of higher education department for the record.(Qi Jian Li2006)

The curriculum setting of higher vocational education is mainly responsible for by the higher vocational colleges themselves. Generally, the professional steering committee of the college and industry experts jointly study and formulate the curriculum of this major according to the requirements of professional position ability. The corresponding teaching plan is determined by the experts and professors of the college, and then implemented by the educational administration department according to the teaching procedures, teachers and classrooms. The autonomy of curriculum development is in the college itself. The syllabus of the course is basically written by the experts and professors and executed by the teachers.

The curriculum and teaching plan of higher vocational education in China are not unified. Each college has its own characteristics, and at the same time, there are many non-norms, especially in some new majors. But, in general, it basically includes three parts, namely public basic course, professional basic course and professional course, and the ratio of the teaching plan roughly follows 4:3:3. Because the class hour is more, so the length of schooling period is generally three years. In short, China's higher

vocational education in the curriculum, teaching plan management, standardization, scientific is still lacking, urgent to unified adjustment, standardization and further improve the work.



Figure 33 Leaders of Xinyang Vocational and Technical College introduced the curriculum
Photo by researcher

7. The organization and management of teaching materials and practical training management of higher vocational education

The teaching organization and management of higher vocational colleges mostly adopts the traditional teacher-oriented, class-based, closed, full-time teaching organization form. Teachers are mainly providers of knowledge, and students have little choice. No matter it is the arrangement of teachers, or the choice of learning content, way, place and assessment method, students are basically in the position of complete obedience. The teaching organization form is relatively simple and stuffy, which is difficult to meet the learning needs of students with some credit hours. In addition, due to the development and promotion of management software, most of the college students registration, school status management, course information services are still along. Following the traditional management mode, the teaching management work efficiency is very low.



Figure 34 Dance education and management experts
Going to explain the teaching organization and management
Photo by researcher

The teaching material selection of higher vocational education in our country basically has such two kinds of situations: one kind of circumstance is public basic course, most colleges and universities generally choose the version of common higher education, such as college English, higher mathematics, may be to meet the examination need that students to rise this later. Another kind of circumstance is specialized basic course and specialized course, choose the vocational education special teaching material that the country arranges generally first, do not have special teaching material applies the teaching material version of common higher education. The final selection of teaching materials is generally decided by the teaching management department of higher vocational colleges and the teachers, and the lack of necessary evaluation and quality control measures.

China's higher vocational education attaches great importance to practical teaching, and emphasizes that in the preparation of teaching plans, the proportion of practical teaching hours is generally not less than 50%, and the comprehensive practice is generally not less than one semester, so as to strengthen vocational skills training and enhance students' practical application ability. However, due to the limitation of capital, the experimental equipment and training base conditions of higher vocational education are still very limited, generally lagging behind the production technology of the industry and enterprises, and it is difficult to meet the needs of higher vocational practice teaching. At present, the national management of the training base also lacks the necessary supervision, inspection and quality control.

Through the analysis of the current situation of dance education management in Henan Vocational and Technical College and the support of 5M management theory, the researchers analyzed the dance education management of three vocational and technical colleges in Henan Province.

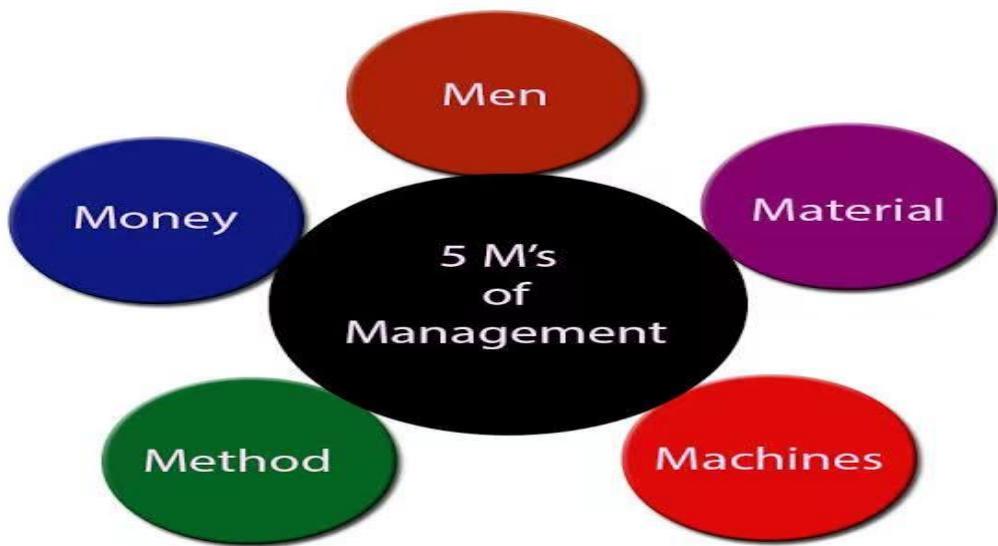


Figure 35 5M Management Chart
Available from www.baidu.com

Located in the north of Henan Province, Anyang Vocational and Technical College opened the dance professional department is the music performance and pop music performance major of the art department. The main course is the physical training for the ballet company. Only the public arts department offers dance performing and performing arts majors.



Figure 36 Pingdingshan Vocational and Technical College
Photo by researcher

Training objective : To make students develop comprehensively in the field of dance art, and to cultivate high-level and compound dance talents for the society. After graduation, students are adapted to be engaged in dance performance, choreography, art guidance, teaching and scientific research work of their major in various units and related art departments.

Professional courses: basic ballet skills, Chinese classical dance body rhyme, Chinese folk dance, Chinese and foreign dance history theory, dance teaching method, dance choreography, work rehearsal, etc

Table 6 Basic situation of Pingdingshan Vocational and Technical College

	School conditions	Subject support	Professional students	Professional employment	Professional faculty conditions	faculty
PING DING SHAN	preferably	same as	range	same as	same as	same as

Help dance students to establish a practical teaching system suitable for professional training objectives, to provide students with a real professional atmosphere and a place for training, to achieve zero distance work. Around employment orientation, pay attention to cultivate practice ability, innovation ability and "generous, compound, open, innovation" entrepreneurial core performance of talent, and according to the social demand and graduates feedback information, adjust the professional curriculum and teaching system, optimize the training mode, establish knowledge, training ability, improve the teaching quality and innovative education idea, form the training mode with its own characteristics.

Located in the north of Henan Province, Anyang Vocational and Technical College opened the dance professional department is the music performance and pop music performance major of the art department. The main course is the physical training for the ballet company. Only the public arts department offers dance performing and performing arts majors.

Training objective : To make students develop comprehensively in the field of dance art, and to cultivate high-level and compound dance talents for the society. After graduation, students are adapted to be engaged in dance performance, choreography, art guidance, teaching and scientific research work of their major in various units and related art departments.

Professional courses: basic ballet skills, Chinese classical dance body rhyme, Chinese folk dance, Chinese and foreign dance history theory, dance teaching method, dance choreography, work rehearsal.



Figure 37 An yang Vocational and Technical College
Photo by researcher

Table 7 Basic situation of An Yang Vocational and Technical College

	School conditions	Subject support	Professional students	Professional employment	Professional conditions	faculty
AN YANG	preferably	same as	range	same as	same as	same as

អនុនា បាន ពិនិត្យ ខ្លះ



Figure 38 Xin yang Vocational and Technical College
Photo by researcher



Figure 39 Interview with teachers and student representatives
of Xinyang Vocational and Technical College
Photo by researcher

Xinyang Vocational and Technical College, located in the south of Henan Province, offers dance courses in the Department of Music, the Department of Preschool Education, and the Department of Public Art. The Department of Music mainly provides dance courses. The preschool education department begins to create ballet troupe and preschool dance. Only the Department of Public Art offers dance performance major. Can I train the professional dancers.



Figure 40 Leading teachers of dance major exchanged ideas
on behalf of student representatives
Photo by researcher

In the process of talent training, vocational education managers to the development trend of art education has a new understanding, strengthen the consciousness of education teaching reform and innovation, in order to solve the traditional talent training mode and innovation consciousness of teaching idea, solve the traditional talent training mode and innovation under the problem of n education idea can not adapt to this problem. The art education system and teaching mode, which lasted for decades in the planned economy era, did not want to adapt to his current situation. He reformed and developed his cultural system.(Jin Qiu , 2009)

Training objective : To make students develop comprehensively in the field of dance art, and to cultivate high-level and compound dance talents for the society. After graduation, students are adapted to be engaged in dance performance, choreography, art guidance, teaching and scientific research work of their major in various units and related art departments.

Professional courses: basic ballet skills, Chinese classical dance body rhyme, Chinese folk dance, Chinese and foreign dance history theory, dance teaching method, dance choreography, work rehearsal, etc.,

Table 8 Basic situation of Xin Yang Vocational and Technical College

	School conditions	Subject support	Professional students	Professional employment	Professional conditions	faculty
AN YANG	preferably	same as	range	same as	same as	same as

In the past, art colleges and universities had unified plans in enrollment, examination, training objectives, syllabus, teaching plan, graduate configuration and other aspects, aiming at cultivating artistic talents separated by high professors. In terms of concept and consciousness, they have formed the emphasis on specialty, over culture, skills and theory, and ignored the education of students' artistic creativity.

Today is an era of economic and information society, which brings more new challenges and provides new opportunities to our art professional education. Vocational art education should respond to challenges and opportunities in a timely and effective manner and play its due social role. Therefore, it is necessary to take effective measures to further deepen the teaching references for vocational art colleges, improve the talent training ability and level, to better meet the demand of social development for innovative art talent education. Further strengthen the system, through the way to solve the contradictions and difficulties in the process of reform, make the education teaching reform breakthrough, enhance together Vitality and vitality of the art academy.

With the deepening of China's reform and opening up, the rapid development of market economy and the continuous improvement of people's living standards, cultural and art undertakings have become a diversified demand from the traditional "pure professional" art field to the society. In order to develop vocational colleges, we must constantly reform and strive to meet the market demand, firmly grasp the vocational art education market, learn from the successful experience of others, clarify our own shortcomings, and establish a reasonable ethical system and talent training mode of educational vocational art education.

In terms of enrollment methods and standards, vocational colleges are more unified than those of comprehensive colleges. First, in the recruitment of dance, only one is recruited with special talent, and other adjacent dance candidates will not be accepted. Secondly, in terms of the educational background of candidates, due to the high enrollment level of vocational colleges, they generally only learn the most professional and systematic vocational education in professional and technical middle school art schools, and only in vocational colleges can they complete the academic task of e, otherwise it will not be able to keep up with the disciplined team. Third, in terms of professional level examination, due to the high professional level of the professional art college, he was accepted by a professional art college Admission, excellent grades. Finally, in terms of student age range, nearly half of the candidates were admitted to technical secondary school, after working in large groups, and then completing undergraduate studies, so recruiting a wider range of people in terms of age range and work experience than comprehensive universities.

Most of the opening of dance professional vocational colleges, no unified dance textbooks, according to the Beijing dance academy curriculum for scripted, copy, not considering the actual situation of their college, including teachers' teaching level and the actual conditions of the four years of undergraduate course, intact in three years of college students course. In this way, it will be difficult for teachers to teach, students to learn, and cannot achieve very good teaching results, so that the effect of professional dancers or professional dance teachers is not ideal.

Teaching setting and training program of Beijing Dance Academy:

In 2016, according to the requirements of school education and teaching reform and institutional reform, our department further improved the curriculum structure on this basis, and formulated the specific teaching plan and teaching syllabus of the performance major course. To ensure that the new training plan to keep performing professional in cultivating professional technical skills, performance ability and professional teaching teaching theory, and to learn to master classical dance performance style of different schools, and around the new plan of talent training target fully integrate our curriculum resources, further optimize the structure of performance professional curriculum, develop effective teaching materials and teaching methods. Further clear in order to consolidate and improve The basic skills training of Chinese classical dance, the series of Chinese classical dance, the series of classical dance of Han and Tang dynasties, supporting the construction of Dunhuang dance courses, and the course construction plan of combination courses and teaching repertoire courses. The overall course structure of 9 courses including core courses, characteristic courses and basic courses constitutes the direction of Chinese classical dance in the performance major. The new curriculum planning highlights the distinctive teaching function and curriculum mode, and forms a set of "integrated and diversified" teaching and training system integrating diversified style training, so as to meet the requirements of the education and teaching reform of the college.

1. Starting from the training of basic theories and teaching materials of Chinese classical dance, conduct normative learning and cognition of the aesthetic principles, performance characteristics and body movement rules of Chinese classical dance.
2. Further strengthen the physical quality, ability and professional skills to lay a good foundation for the future improvement.

Table 9 Culture specifications and requirements

Culture specifications and requirements	Understand the relevant knowledge and development trends of the stage performing arts
	Master the basic theory and professional knowledge of Chinese classical dance
	Master the Chinese classical dance performance style and performance works
	He has the ability to undertake solo dance, lead dance and complete different roles in the dance performance
	Have a certain ability of dance appreciation, analysis and comment
	Master the performance skills of the other relevant dance styles

Table 10 Standardized and strengthening teaching (first academic year)

Stage 1	Standardized and strengthening teaching stage (first academic year)
Stage 2	In-depth and comprehensive teaching stage (the second and third academic years)
stage 3	Teaching achievement practice stage (the fourth academic year)

Stage 2: in-depth and comprehensive teaching stage (the second and third academic years)

1. Through the in-depth study of a series of courses and classic works, train students to have a comprehensive grasp of Chinese classical dance performance style and performance works, and complete all professional courses.

2. Encourage students to develop cross-major and interdisciplinary learning content through the public selected courses of the college, advocate diversified learning methods, and enable students to improve their comprehensive quality.

Stage 3: Teaching achievement practice stage (the fourth academic year)

1. On the basis of students' systematic grasp of the basic theory, professional skills and performance style of Chinese classical dance, students' practical operation ability and innovation ability through stage performance practice, teaching practice, creative practice, and social practice, so as to present teaching results and practical results.

2. Complete the graduation thesis writing and defense, so as to connect the students' theoretical and practical operation ability.

Table 11 Curriculum setting and professional curriculum structure

Curriculum setting and professional curriculum structure	core curriculum	An Introduction to Chinese Classical Dance and Teaching Drama
	Featured courses	Body Rhyme (unarmed \ sleeve dance \ Sword Dance), Basic Training of Classical Dance in Han and Tang Dynasties "Han and Tang Classical Dance", "Han and Tang Classical Dance sleeve Dance", "Dun huang Dance", "Performance Combination"
	foundation course	The Basic Skills Training of Chinese Classical Dance

Through in-depth interviews and questionnaire survey, the researchers believed that the development of dance should be guided according to the 5M management theory, analyze the current situation of dance education and management, and make targeted adjustments. As a college dance educator, the author tends to restore the tradition of thousands of years, namely the dance education, from the beginning of preschool education and higher education, as the teaching and cultivation of dance, and included in the national education system. Only in this way can dance education be both justifiable and justifiable in the elegant hall of higher education and occupy a place in the field of education.

Table 12 Dance management of Beijing Dance Academy and Dance Management of Henan Vocational and Technical College

	School conditions	Subject support	Professional students	Professional students	Professional conditions	Faculty conditions
Beijing Dance Academy	ample	ample	ample	ample	ample	ample
Dance of Henan Vocational and Technical College	preferably	same as	same as	same as	same as	preferably

In order to develop better, Henan Vocational and Technical College should improve the hardware and software conditions of the school. The hardware conditions are to strengthen the school construction and the construction of professional facilities, and the software conditions is to improve the teaching level and management level of teachers.

Today's society has entered a new network era, putting forward higher comprehensive and complex requirements for the quality of talents. The demand for dance talents in the dance culture market also follows this principle, and in the new stage, the dance culture market has put forward higher requirements for the comprehensive quality and ability of talents. (Zhang Lan , 2008)

That is to say, dance talents should not only master profound theoretical knowledge of dance art and exquisite dance performance skills, but also require dance talents to have good stage performance and dance music creation ability, so as to show their dance works in a more excellent form. It can be said that the composite and comprehensive ability of dance talent The strength level has become an important standard for the dance culture market to recruit talents. In this context, vocational college dance education talent training goal also changed, teaching reform has become a vocational college dance teaching work one of the important task, only in this way can progress improve the vocational college dance teaching quality and teaching efficiency, to ensure that the direction of college dance talent training and the actual needs of the cultural market.

However, the teaching reform work can not be easily completed in a short day, and the realization of talent training goals is not achieved overnight. From the current vocational college dance talent training mode still exist many disadvantages, the concentrated in the following aspects: first, university dance teaching for students to adapt to the work environment training defects, lead to many students into the literary unit after study, difficult to adapt to the work environment, and the dance professional level and the actual demand of choose and employ persons.

Secondly, the method of dance teaching in vocational colleges is too simple and rigid, and the teaching process attaches too much emphasis to theory and movement practice, lacking the cultivation of students' dance innovation ability. Therefore, many students are too weak to meet the actual needs of the employer. After students lack experience in dance practice and social practice, besides lack of professional ability, it usually takes a lot of time to work with colleagues in literary and art work units Cooperation and handover will directly affect the production and performance speed of literary and art products, and may have a certain impact on the cultural and economic benefits of literary and art work units. Only by fully understanding these problems can we cultivate consistent with the requirements of dance culture market Dance art talents, to achieve the smooth integration of vocational college dance education and dance culture market.

Dance is an art as well as a skill, so the quality level of dance educators is of great significance to the improvement of teaching quality level. Every move of the dance teacher will also have an obvious influence on the students' dance performance and performance ability. Therefore, in the process of dance education in colleges and universities, dance education personnel need to pay high attention to their personal image, practice the dance art concept with their own practical actions, so that students can be subtly influenced by it, so as to improve their artistic level.(Guan Yang, 2020)



Figure 41 Invite experts to enhance the professional level of teachers
Photo by researcher

Dance teaching in colleges and universities needs to set the teaching focus to cultivate students' artistic performance ability and comprehensive artistic quality, so as to ensure that students' ability level is consistent with the employment requirements of literary and art work units after graduation. Therefore, in the process of dance art teaching, college dance educators need to further cultivate students' artistic feeling ability and students' artistic appreciation ability. It should be noted that the dance art has remarkable complex characteristics, which can show the thoughts and feelings of the choreographer through beautiful body language. Therefore, an excellent dancer must have the ability to feel beautiful things and carefully observe the details of life carefully ability.

In the process of teaching, dance teachers can regularly take a certain thing as the theme, and let students combine their own artistic expression and rich association, and associate the dance movements with theoretical knowledge and the observation subject after observation. The teacher should note In order to improve students' attention and achieve the teaching effect of getting twice the result with half the effort. Dance teaching in colleges and universities should actively expand the cooperation with literary and art work units, and strive for more opportunities for students to enter professional literary and art work units for internship, so that students can more accurately understand the specific requirements of the dance cultural market and the overall production and marketing process of dance cultural products. Teachers should also encourage students to participate in some dance competitions or organize dance performance parties, to eliminate the tension of the performance, accumulate rich stage experience, and help students to develop a unique stage Style makes students' dance performance more rendering and attractive.

4.4 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.

1. Build an excellent education management team

In order to make the teachers of vocational and technical colleges have a more comprehensive, three-dimensional and clear understanding of education management, with the help of the " Internet The advantages of + " publicize education management, push some advanced education management theories and cutting-edge information, and guide teachers to conduct independent study and discussion according to their own situation, so as to promote teachers to form a correct education management concept and management consciousness. In order to improve the timeliness and pertinacity of education management, some enterprise managers, excellent scholars and famous experts with strong management experience can also be invited to carry out theme lectures in higher vocational colleges, or make full use of the remote video function to organize online education management forums.

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. (Zou Qi ,2021)

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.



Figure 42 Hire dance experts to give teachers their professional skills
Photo by researcher



Figure 43 Invite Chinese ballet teaching experts to attend the ballet open class
Photo by researcher

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.

2. Innovate the management mode of higher vocational education

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.



Figure 44 Dance education and teaching management exchange speech
Photo by researcher

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.



Figure 45 guest ballet experts to attend the ballet open class
Photo by researcher

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. (Su Li ,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.



Figure 46 Guest ballet experts and his in-depth communication
Photo by researcher

When the teacher needs to obtain the relevant information, he can log in to the page and pass the password authentication And permission authentication way to obtain data browsing, download, transmission, sharing qualification. In order to avoid teachers repeated data analysis and collection, and caused by the waste of manpower, time, financial resources. The college can also input the relevant information of the previous education management into the system, build the relevant education management model, automatically analyze and calculate by the system, master the risk nodes in the education management, and formulate the corresponding emergency response plans and measures for the education management. Professionals can also be hired to conduct system development, program development, software development, and give the

information management system the highest authority.

Set up relevant information according to the actual situation of educational management the parameters of the education management. When there is an abnormality or problem in education management, the system can quickly capture relevant information and generate reports or logs, and use the network channel to transmit it to education management teachers in real time. So that they can grasp the first-hand information of education management, timely put forward plans, make decisions, and in accordance with the school system requirements and regulations of the implementation.

3. Building an educational management system

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.



Figure 47 Teachers and experts have in-depth exchange and field practice
Photo by researcher

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.



Figure 48 Researchers will participate in the dance teachers' exchange meeting of Vocational and Technical Colleges
Photo by researcher



Figure 49 Researchers and dance teachers have an exchange activities
Photo by researcher

In addition, the original higher vocational education management should be comprehensively analyzed and integrated, and should be retained for the current development of vocational and technical colleges and the development of students Part, the introduction of a new education management mode and system, all aspects, in-depth, multi-angle management and supervision of students. In addition, it is necessary to optimize, innovate and perfect the existing educational management system under

the guidance of the new educational management thought and student-based education concept. In order to lay a good foundation for the continuous development of higher vocational education management in the new period.

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. (Zhou Yi ,2009)

In order to develop better professional dancers, professional dancers must be together, dance education and elite talent training, Beijing dance academy as the only a professional dance institute, shoulder the responsibility of the development of the national dance, vice dean of Beijing dance academy, professor, master tutor Deng Youling said, as a dance educators, thinking and reflection is particularly important. She believes that dancers are actors, as well as active participants and carriers and expressions of emotions. Emotion is the basis of "movement" in dance combination, works and performance, and it is the core of "connection" in combination. Emotion needs the dancers in a certain Cultural context of the perception. The value of dance is to make people become people, so the design and construction of courses under the guidance of philosophy will inevitably play the greatest role of dance.

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.

4.5 Research Finding

The artistic characteristics of dance require students to have a touch type of divergent thinking, creative artistic flow association and burst type of artistic passion. This has higher requirement to the normal colleges that open dance major. Most of the dance students in vocational and technical colleges are high school dance talents. Without systematic dance foundation, it is difficult to meet the requirements of the entrance examination of professional dance colleges. However, relatively speaking, if they have good academic performance, can they give full play to their academic excellence and focus on the history, culture and theoretical direction of dance while learning dance skills.



Figure 50 Researchers had in-depth communication with the dance teachers of Anyang Vocational College
Photo by Researcher

1. Dance teaching positioning to be accurate

Suitable for the national universities and normal colleges and universities have open dance professional, seemingly a hot, but really in accordance with the professional technical college characteristics to locate few dance professional, there is no unified teaching material, basic is according to the Beijing dance academy teaching syllabus, this itself that dance teaching positioning is not clear. Beijing Dance Academy is the cradle of cultivating advanced dance professionals, and cultivating dance elites. The educational tasks of normal colleges are different, so the teaching contents and methods should be different. Since vocational and technical college opens dance major, must tune seriously check, analyze and study the feasibility of opening a dance major.

At present, the dance courses of various vocational and technical colleges and universities are basically taught in the teaching materials and modes of Beijing Dance Academy, and the faculty is uneven. Most of the teachers have the tendency to pay attention to professional dance courses and despise public courses and basic courses, which restricts the play of students' strengths and all-round development. In addition, the dance department, preschool education major and art department of various colleges and universities have dance courses, and the course arrangement and key setting should also have their own focus, not "one size fits all".

2. To establish long-term teaching goal and development direction under the background of market economy how to develop dance career is a new subject

Normal colleges from set out actually, according to the existing teachers and teaching conditions clear dance teaching task, at the same time also need to social market a lot of investigation research, on the basis of forming clear teaching objectives, and according to the target setting course, then equipped with good professional, high comprehensive quality of teachers.

In the author's opinion, the talent goal of dance major in vocational and technical colleges should be to cultivate the basic theory, knowledge and basic skills of dance, and to have certain dance performance and preliminary choreography ability Force of specialized talents, to adapt to the general university and higher art colleges and primary and secondary schools dance teaching, dance culture research of the higher quality of teachers.

3. Take advantage of regional culture to realize teaching innovation

According to statistics, at present the country more than one hundred normal colleges, including more than 30 dance professional, most basic courses include: Chinese and foreign dance culture, dance art theory, Chinese and foreign dance works appreciation, dance skills theory, dance creation theory and dance basic training and some common subjects, curriculum is the same, the lack of innovation. Comparatively speaking, the author thinks that the curriculum of dance major in Wuhan Conservatory of Music is more distinctive, which can be used for reference. Wuhan Conservatory of Music is located in Wuhan, Hubei Province. With rich regional cultural resources, they not only offer the above dance courses, but also added tujia waving Dance, Lianxiang dance and other Hubei ethnic and folk characteristic courses. While fully excavating and inheriting the national art, it also enriches the professional teaching and forms its own curriculum characteristics. In the past, we were only familiar with the dances of several major ethnic minorities, such as Tibetan folk dance, Mongolian folk dance, and Uygur folk dance. In recent years, we have only enjoyed the dances of other ethnic groups in various dance competitions.



Figure 51 Dance educator excellent explains the development of Chinese dance's trend
Photo by researcher



Figure 52 Researchers will have in-depth exchanges with the inheritors of the intangible cultural heritage
Photo by researcher

Why is the audience not familiar with, or even knowing about, the dances of other ethnic minorities? The main reason should be the inheritance and transmission of dance. Therefore, colleges and universities should add a existing course on the basis of

regional dance, not only can Inherit and carry forward the traditional culture, so that some ancient dance to continue, successor, and is a responsibility. For example, in southwest, can study the dai, bai, zhuang, dong, and many other ethnic minority dance, southeast of yao, li, northeast Korean, manchu, northwest Uighur, kak, Tajik, regional strong folk dance art, there are many are our country intangible cultural heritage to protect the artistic treasures.

Art colleges in different regions should systematically sort out, study and inherit this. If every vocational and technical college dance major can have a plan to the specific the folk dance is systematically excavated and organized, and the results will be considerable. After one year or several years of experimental teaching, a dance teaching discussion and folk dance communication in vocational and technical colleges, including the research results of local folk dance culture, gradually form their own dance teaching characteristic teachers, and make full use of their respective regional cultural advantages to carry out teaching innovation.



Figure 53 Researchers will have in-depth exchanges with the inheritors of the intangible cultural heritage

Photo by researcher

Dance is a comprehensive art, and it is far from enough for teachers to teach students their professional skills and knowledge only. Literature, calendar, history, music, music, design, calligraphy, painting and so on should all be involved to achieve "erudite".

In order to cultivate comprehensive dance talents more scientifically and reasonably, students should be taught according to their aptitude. With good professional

foundation, dance performance and dance choreography, dance history research and folk dance arrangement, dance costume design, dance creativity and dance market management can be carried on. Constantly research the social needs, innovation of dance teaching side To make the dance talent use the "dance" place.

4. Continuous learning, teacher-student interaction, teaching and learning

An accomplished disciple owes his accomplishment to his great teacher. The level of the faculty will directly affect the teaching results and student performance. To some extent, the students 'grades can represent the teacher's level. Dance art mainly relies on body language to realize the expression and transmission of emotion. Teachers 'professional skills and words and deeds are particularly important, and it can even affect students' whole life.

Secondly, the connotation of the dance art, ancient and modern, involving Chinese and foreign, literature, history, which requires teachers as much as possible, constantly learning, charging is the basis of teachers' teaching innovation, teachers learn endless spirit and action will drive and motivate students, achieve common learning and common progress. In short, dance teachers should strive to be professional "Fine", knowledge should be "rich", only by constantly studying, constantly tracking the latest professional information and teaching results, always maintain the business communication with dance peers, can meet the higher requirements of today's dance teaching.



Figure 54 Researchers have in-depth communication
with dance teacher leaders of vocational and technical colleges
Photo by researcher

In short, we want to stand out in the dance education management, so that managers, teachers and students have a strong resonance, so that students have a better employment environment and employment rate. It is because their dance education managers can constantly learn, be good at observation, be diligent in thinking, constantly draw inspiration from life, constantly explore new knowledge to the unknown world of art, and extract the extraordinary ideological connotation and emotion from the ordinary life. Teaching and learning, strengthen the communication and interaction between teachers and students, and jointly find the breakthrough of

dance teaching and artistic creation. As long as the continuous efforts and unremitting pursuit, there will be an unexpected harvest.

4.6 Body of Knowledge

Under the opportunity of the country vigorously developing vocational education, the dance performance major of art schools across the country has moved from secondary vocational education to higher vocational education. Analyze the bottleneck problems faced by higher vocational dance performance majors, reposition the training goal of higher vocational dance performance talents, and seek for a new talent training mode. The dance performance major in higher vocational colleges must seek its own development path, be different from the dance performance major in undergraduate colleges, form its own talent training characteristics, create double real talents to meet the needs of the society, and realize the scientific development of dance art vocational education.

Research was found that there are 3 The Vocational and Technical Dance College in Henan province including Ping ding shan, Xin yang and An yang vocational and technical college where Pingdingshan Vocational and Technical College has the largest school. For the current situation of three schools is

- (1) Dance 's teachers have no more professional training
- (2)There are differences in course design, professional design and salary for teachers.
- (3) There are differences number of dance classrooms, theater, and teaching equipment in each school.

More Over, The Dance management of Three vocational and technical college of Henan province are ;

- (1)The external factor is the Dance career society in China have demands high-quality dancers, also the competition is high.
- (2) The internal factors are the Quality of dance teachers, the curriculum design, teaching facilities, and the ability of Dance's students.

Research found that the researchers combining 5M management theory of Pingdingshan vocational and technical college, Anyang vocational college, Xinyang vocational college dance education management has carried on the comparative analysis, found that the influence of Henan vocational and technical college of dance education management on effective ways and methods of dance teachers professional number, curriculum design, teachers out training, invite experts to give lectures, teachers 'professional ability, teachers' salaries, performance and very big difference, three-year college and four-year undergraduate dance education management, in the curriculum, teaching design, teacher's professional teaching ability, the number of dance professional, performance There are great differences and differences in the

payment, salary, teachers' teaching ability improvement training, as well as the professional conditions of students.

Figure 55 Three-year junior college degree and four-year undergraduate degree

	curriculum design	Go out training	Experts give lectures	professional ability	professional ability	teaching facilities
Beijing Dance Academy	Systematic teaching materials	Once every half a year	Once a month	Out standing	tall	good
Pingdingshan	Traditional lag	annualy	twice a year	preferably	secondary	same as
Anyang	Traditional lag	twice a year	Once every three years	preferably	secondary	same as
Xinyang	Traditional	Once every three years	Once every three years	preferably	secondary	same as

1. Poor student source conditions

Dance performance is a very professional art education, which never belongs to universal education. The soft opening, flexibility, coordination and imitation of the body needed for dance performance should be based on the time law of human bone and brain development. They start to study hard from children.

After a long period of gradual body transformation, skill training and consciousness training, the needs of stage performance be achieved. Even the body of dancers is largely influenced and determined by the innate genetic factors of the human body, and the acquired training and transformation are limited by this, so the selection of body requirements are quite strict and harsh. There is a dance saying that " Seven points of material selection, three points of talent cultivation ", it can be seen that the importance of the quality of students for this major, if not with physical conditions and artistic understanding of the two aspects of the good material, success is extremely difficult.



*Figure 56 Vocational and technical college dance teachers,
dance training and exchange
Photo by researcher*

Therefore, the source of students is a very key and important prerequisite for this major. Higher vocational dance performance, however, is "three students", many students without children professional training background, 18,19 years old began to pressure soft opening, practice dance, this seriously violates the objective law of dance art education teaching, just three years how to cultivate high quality skilled talents, and is superior to secondary dance performance professional talent, to engage in the stage performance career, to meet people's appreciation.

2. The escalating market demand

In recent years, the social dance performance activities quite rich, all kinds of professional, private, group of system, and the enterprise performance, show, party, competition, and so on is very common, emerge in endlessly, level is higher and higher, social dance performance talent, especially the growing demand for higher dance performance talent. In recent years, the job fair for dance performance major graduates is still booming, with the employment rate reaching about 99% The popularity of graduates all shows the existence and growth of social demand.

At the same time, we should see these unit of choose and employ persons, regardless of the professional art troupes, private art groups, or the mass cultural units, education and training related industries for dance talent of professional skills, ability, quality of comprehensive requirements are also constantly rising, especially for talent is not

satisfied with a single performance type, and to performance, creation, director skills, complex development, and have a variety of professional composite ability dance talent in the society or a few, these talents active in the stage of society, personal development prospects.

The new requirements and new markets for dance performance talents make us to re-examine whether the talent training mode passed down over the decades can still promote the development of the profession and can it continue to adapt to the needs of the society? Can our students give full play to their advantages in the challenges faced and the competition of many college graduates, and occupy the vast market stage?

3. Different tastes of employment ideas

With the development and change of the social situation, the employment concept of students and their parents is changing year by year. Different from the past is that professional art troupe is no longer the only goal of dance performance professional graduates, the market gave them a very diverse choice of choice, they are eager to live in a variety of performance practice post survival value and personal professional value, also eager to have more self-employment, and desire to further study, complete the dream.

Therefore, their age, knowledge and inner self identified desire is not satisfied with the same traditional curriculum and teaching content, many students face the day after day, boring single repeat training has no interest in learning, learning state is not active, after graduation students employment counterpart or quickly change the phenomenon is also increasing. How to meet the students 'self-pursuit, how to mobilize the students' interest in learning, how to let the students find their own advantages and the dawn of development, has become another new topic of higher vocational dance performance major.

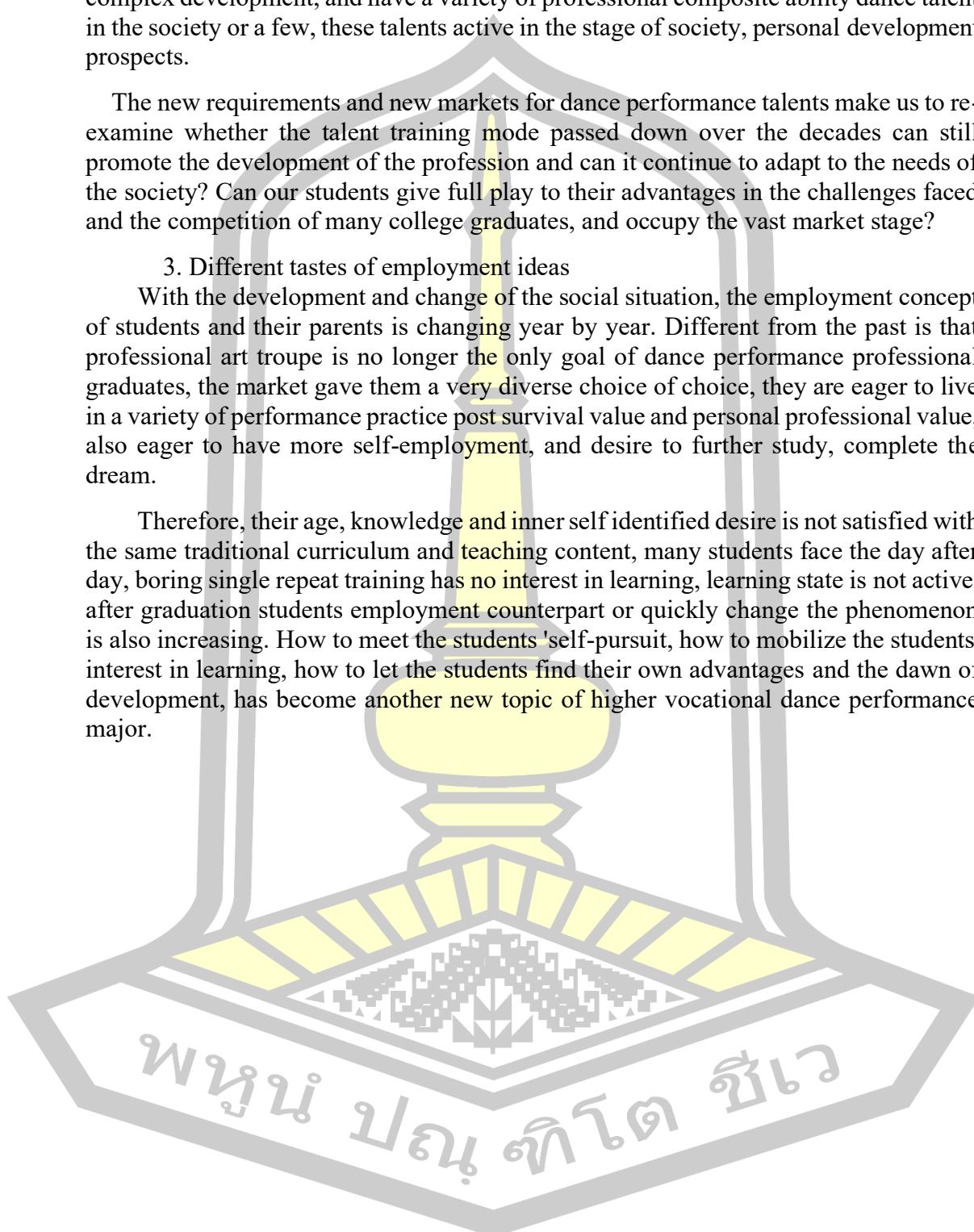




Figure 57 Researchers have an in-depth exchange with dance teachers of vocational and technical colleges

Photo by researcher

4. Traditional time-lagged culture mode

Higher vocational dance started no experience, no reference, has been using the traditional, technical secondary school mode dance talent training scheme, copying Beijing dance academy teaching content, curriculum, single content, old teaching methods, and the limitation of students professional conditions, part of the course teaching content has completely consistent with student age, lost the scientific nature of training and teaching, teaching effect is poor.

Dance performance traditional oral teaching mode, has made students in a passive, or even forced learning state, single thinking, the secondary vocational students very effectively teaching mode, seems to higher vocational students' age, thought, state does not match, therefore, students often appear not adapt, no patience, burnout, loss of confidence, lack of learning enthusiasm and initiative future confused phenomenon also common. Visible, the tradition is not necessarily suitable, the change is imperative.

Higher vocational education is an important part of higher education, which focuses on cultivating high-end skilled talents and playing a leading role. The dance performance major in higher vocational colleges must seek their own development path, different from the dance performance major and the secondary vocational dance performance major, form their own talent training characteristics, create double real talents to meet the needs of the society, and finally realize the scientific development of dance art vocational education. (Cao Lianghong , 2017)



Figure 58 : Dance Teachers' Workshop
Photo by researcher

Through the researchers can provide later researchers in Henan province vocational dance education management of tips and reference, as well as the combination of curriculum and market demand, how to improve the teachers' professional level and management for vocational and technical college dance students to provide better teaching content, to cultivate better professional dancers and professional education level work together.

The Chinese nation has a long tradition of dance education. As an art education discipline, dance can harmoniously integrate different levels of body, spirit, emotion and society. We need talented people with comprehensive knowledge and high plasticity to meet our new needs. Dance, as a means of education helps us to better complete this teaching purpose.

It is not difficult for us to find that, with the continuous progress of the society, the problem of education is more and more concerned by the whole society. As for how to promote the comprehensive and intelligent development of young people, the State Education Commission has put forward a series of new educational reform policies and educational concepts, and the new educational concepts emphasize the goal of cultivating people's comprehensive quality to promote the comprehensive development of the educated in body and mind.

5. Analysis of the quality condition of the students of "selected breeding" period

The quality of students is like the quality of seeds, and good seeds will be fruitful and fruitful after the later scientific management and cultivation. The selection of dance undergraduates is exactly the same.

In the past 20 years, it has not only exerted a profound influence in the field of psychology, but also caused a strong response in the field of education, and also

triggered many new explorations in the teaching of various subjects. Most importantly, these explorations emphasize the role of the discipline in promoting the ability of other disciplines, while focusing on the full development of the ability of the discipline through the penetration and integration with other disciplines, including dance education. According to Gardner, human intelligence is multifaceted, which includes a variety of different fields, such as: language intelligence, spatial intelligence, body movement intelligence, music intelligence, interpersonal intelligence and so on. These intelligences have a phase of independence, and in people's practice is often combined together to play a role. In the development process of these intelligence, mutual influence and mutual penetration are very extensive.

6. To understand the relationship between "dance science" and "learning dance"

Plough sowing is a relatively important part of agricultural production activities, and loose soil is undoubtedly the most suitable hotbed for seeds, which is the "foundation" period of agricultural production activities. Relatively speaking, the appropriate curriculum setting and the rigorous curriculum standard evaluation system will play a good role in promoting the students' professional dance quality.

In education, on the one hand, the targeted training should be conducted according to the unique advantages and weak areas of individual ability development; on the other hand, we should change the different disciplines to design and implement the overall goal of developing multiple intelligences. Plato, one of the earliest educators, was clearly aware of the importance of comprehensive education. He said: "The purpose of education is to give the body and mind the most perfect and ideal abilities." Dance education, as an art form is an indispensable part of the implementation process.

7. "Weeding and fertilization" period is the accumulation of "quantity" and the leap of self-improvement "quality"

Dance education belongs to universal education and general education. "Popularization" explains that undergraduate education should be popular in the audience and incremental in the audience. As a source of "public", students should gradually roll out to ordinary high schools. However, art education in middle school education in China is poor, resulting in uneven level of "public" dance. "General knowledge" shows that now the contact surface and exposure of students' knowledge are increasing, general education is to learn more courses under limited class hours, which is easy to cause the phenomenon of "dragonfly water", not to mention most courses belong to the first contact, which is difficult.

Obviously, although these problems are placed in front of students, they are rooted in the designers of the course. From the perspective of students, "independent learning, self-promotion" should be the best choice. "Independent learning" is the requirement of learning attitude and learning ability. How to preview before class, find problems, ask problems, in class to solve, complete the pre-digestion of knowledge; how to solve their own problems in class, and then ask new problems, complete the digestion of knowledge; how to solve the problems after class, and then ask new problems and solve, to complete the rumination of knowledge, this is the students must think. "Self pull High" is a relatively high level, is a continuous accumulation in the "quantity", and

after the accumulation to a certain stage, imperceptibly to achieve the "qualitative" leap.

8. "Harvest warehouse" completes the understanding of the relationship between "dance science" and "learning dance"

This stage does not mean that the whole process is coming to an end. The more in the final stage, the more rational we should re-examine the understanding of the relationship between "dance science" and "learning dance". Here are some insight here.

First of all, the theoretical characteristic of dance science major is the foundation of dance science. The foundation of dance theory learning lies in good dance practice, aiming to recognize the social and cultural factors behind dance, rather than just staying at the level of dance appreciation. Secondly, dance learns to dance. The characteristics of practice plus theory and its relationship with other branch disciplines have always been the problem for dance learners to discuss and think about. The existence of this problem just proves the reflection and progress of the history of dance theory in the process of professional construction.

Thirdly, the mission of dance science is to study dance and carry forward the traditional Chinese dance culture. Get in contact with the world's advanced dance culture, conduct dance dialogue with different attributes, recognize others, recognize yourself, have the courage to practice dance criticism, and promote the development of dance culture.

9. "Breeding hope" recognizes the importance and necessity of dance education and its future prospects

Dance education is not conducted to allow students to learn one or two dance plays or dance skills, but to get skills in learning. Many people think that dance is simply a simple memory of steps and postures, and that learning it produces little more profound meaning. What is the direct point of dancing for teenagers? From the perspective of beauty, the following points can be listed.

Dance can make students feel and develop positive, hard, optimistic thoughts and feelings, contribute to the cultivation of communist thought, our long dance tradition and colorful folk dance, can cultivate students' patriotism; collective dance can cultivate collectivism and solidarity spirit, can strengthen the concept of discipline; strength dance, can cultivate brave, bold and enterprising spirit; lyric dance, can cultivate temperament, cultivate beautiful sentiment, enhance the feeling of beauty in the enjoyment of beauty;

Dance can make the body organs flexible and acute, thus enhance students' thinking ability, develop intelligence; can develop beautiful manners and correct body habits, increase the ability to distinguish beauty and ugliness;) dance rhythm, can cultivate students' sense of music and rhythm, feel the ability of things, enhance students' handling ability; dance can exercise, contribute to the development of students' body symmetry.

Dance has the outstanding potential to develop all aspects of dance education. The result of learning and cognition is not only of education, but because students are led to a golden path of discovery. Education is not a pile of facts and techniques. Integrating

science and other disciplines into aesthetics can greatly improve educational ability while also providing cognitive integrity. Through the pursuit and experience of art, students will have a more acute observation ability and the ability to appreciate things, and only in this way can education be the most effective.

For everyone, from the birth of the dance began, life has its vitality. The body itself cannot be separated from emotion, knowledge and society, and dance education just combines all these things together to form the integrity of human beings. In the long term of education, having a skill may help a student find a job. But this skill may soon be eliminated, so we need a more knowledgeable and highly plastic talent to meet the new needs. Dance, as a means of education also helps us to better complete this teaching purpose.

Chapter 5

Conclusion Discussion and Recommendations

1. Conclusion

At present, China attaches great importance to the overall development of vocational and technical education, and provides relevant policy support and support for vocational education, which makes the overall scale of vocational education in China continue to expand, and the number of students in vocational and technical colleges continues to increase. Vocational education is facing good development prospects, but limited by the level of students 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 Chinese vocational education and past experience, there may be emergencies in education management effectively estimate the problems, and introduce an effective education management system and emergency response plan. The theme and core of vocational education should be clarified, and the education management method should be adjusted according to its education mode, method, content and approach, so as to make it more meet the needs of students' cognitive development, thinking development, professional development, skill development and career development. Based on the above studies, we can draw the following conclusions:

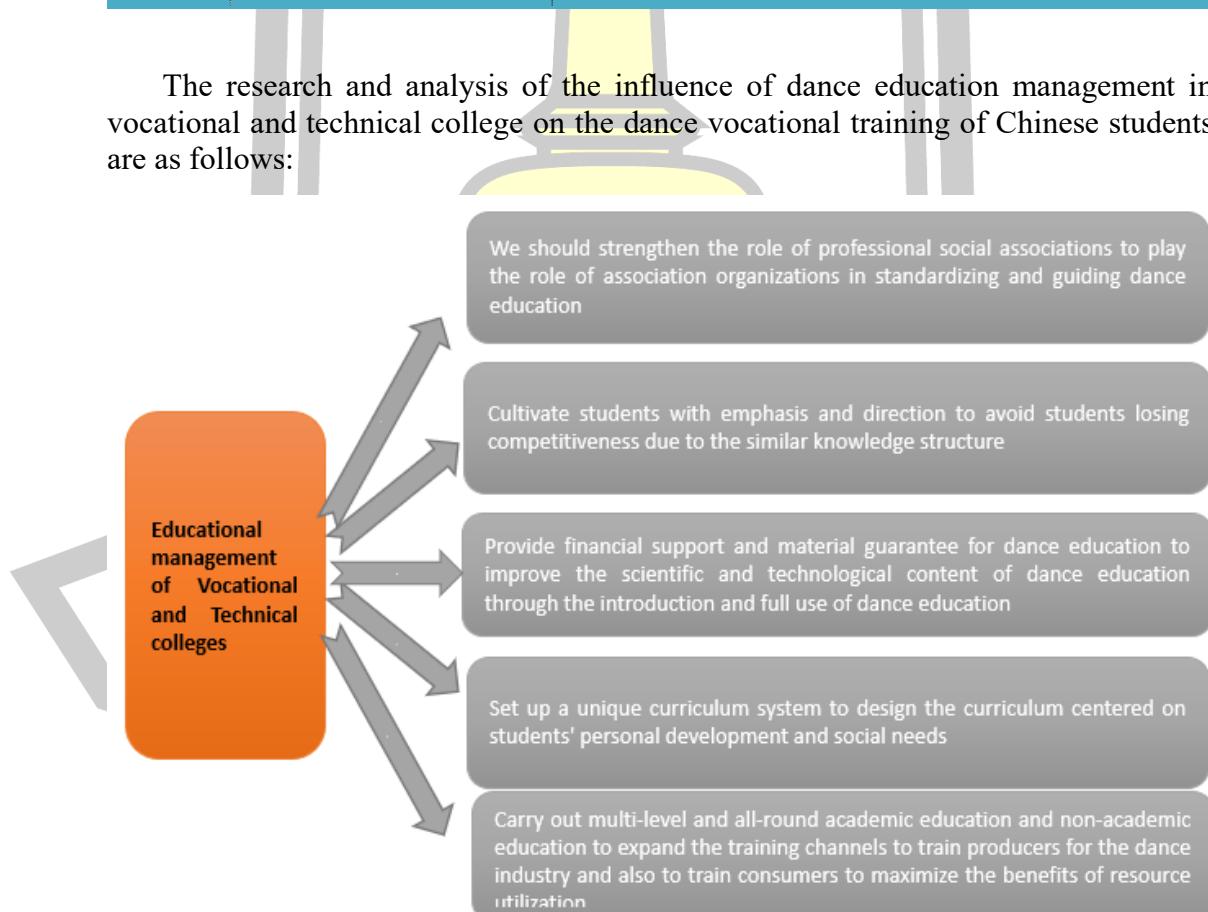
1.1 With the development of the society, the random and fragmented dance education mode has been unable to meet the needs of students and amateur dance lovers, so it is urgent to establish an integrated dance education mode according to the learning section. Methods Based on the "5M theory" of systematic safety management, the frontline dance teachers and dance education managers of Pingdingshan Vocational and Technical College were investigated and studied. This paper analyzes and constructs the recognition degree of dance teachers of different gender, city, age, teaching section and professional title for dance education management With a significant difference. Conclusion The content and evaluation index system of dance education has strong applicability, stratified and progressive through the three years of dance education and teaching, and effectively improve students' dance professional quality and thinking mode.

1.2 The current situation of dance education management in Henan Vocational and Technical College is studied and analyzed:

Table 13 Problems existing in educational management

1	The educational management ability needs to be improved	In the process of higher vocational education management, the teachers of some vocational and technical colleges have a serious trend of polarization.
2	The educational management method is relatively backward	There are still some vocational and technical college teachers who can not get rid of the influence and shadow of traditional exam-oriented education, and the actual curriculum is more inclined to theoretical knowledge teaching
3	The education management system is not sound	Most vocational and technical colleges will set up the educational management system according to the actual educational objectives and professional characteristics, requiring every teacher to carry out the educational management work with this as a reference and index.

The research and analysis of the influence of dance education management in vocational and technical college on the dance vocational training of Chinese students are as follows:



1.3 The curriculum of Xin yang Vocational and Technical College of Ping ding shan Vocational and Technical College is as follows :

The three-year college dance performance major curriculum is divided into two modules: public basic courses and professional courses, among which the professional (skills) courses are divided into professional basic courses, professional core courses, professional development courses and professional practice courses. Teaching modules such as scientific humanities quality course, basic dance course, dance performance major core competence course, professional ability development course and comprehensive practical training course are implemented.

Table 14 Professional curriculum

Public basic courses	Public compulsory courses include	Ideological and moral cultivation and legal basis, MAO zedong thought and introduction to the theoretical system of socialism with Chinese characteristics, situation and policy, university Chinese, university English, information technology, sports and health, college students' mental health education, college students' career development and employment guidance, social practice, labor education, entrance education and military theory, military skills
	Public elective courses include	Marxist Theory, Outline of Modern and Modern Chinese History, Excellent Traditional Chinese Culture, University aesthetic education, higher mathematics, scientific literacy, professional literacy, innovation and entrepreneurship education, health education and safety education

Table 15 Public curriculum

specialized courses	Professional compulsory course	Music theory and solfeggio ear training, introduction to dance art, the development history of Chinese dance, appreciation of Chinese and foreign dance works, music appreciation, dance aesthetic foundation;
	Professional core courses	Basic dance skills, Chinese folk dance, dance repertoire, Chinese classical dance body rhyme, modern dance, choreography techniques foundation;
	Professional development courses	Ethnic folk dance, dance teaching method, dance stick figure painting, dance anatomy foundation, dance grade examination, dance technical skills, makeup foundation, planning and organization of mass cultural activities
	Professional practice courses	Art practice, graduation report, professional skills assessment, and post internship

1.4 Professional core courses and basic content

1. Basic dance skills

Course introduction: This course is one of the most basic courses in Chinese dance performance. It mainly trains students in the basic position and posture of their hands, head, chest, waist, legs and feet, body control ability, command ability, body stability and strength training. Through training, we can fully master the basic physical quality requirements of Chinese dance, laying a foundation for the future stage performance.

2. Chinese national and folk dance

Course introduction: This course is one of the courses engaged in Chinese dance performance, mainly for training Chinese folk dance. Through the analysis of body movement characteristics, decomposition of basic movements, decomposition of short sentences and combination movements, students can have the performance ability of Chinese folk dance.

3. Dance plays

Course Introduction: This course is the "finished product" course of the above-mentioned professional basic courses, which is the comprehensive embodiment of various professional knowledge learned, mainly cultivating the comprehensive expression of actors to shape characters, and is the final result of the basic training of all dance majors. Through the teaching and training of rehearsal class, students can master the basic methods of dance performance, promote and improve the level of technical skills and various dance styles and their application ability. Let the students understand the difference between the stage and the classroom, the purpose is to show the accumulated professional skills on the stage, so as to achieve the purpose of

combining teaching and practice

4. Chinese classical dance and body rhyme

Course introduction: Through learning, students can understand the aesthetic characteristics and style characteristics of Chinese classical dance, and at the same time master the elements of Chinese classical dance, starting, beginning, kneeling, standing, walking and walking, and enrich the language materials of dance. Master from a single training to compound training, decomposition to comprehensive, local to the whole, the waist movement as the main line, and make it with the head, eyes, hands, legs, so that to reflect the "shape, god, strength, law" comprehensive training teaching purpose, through the study of rhyme, cultivate students have relatively rich dance language ability, demonstration ability, expression ability and creativity.

5. Modern dance

Course introduction: With the unique training techniques of modern dance, further develop and exercise students' physical performance ability, so that students learn the movements in different Spaces, so that students have a deeper understanding of the development of body language, and can gradually apply it to practice.

6. Basis of choreography techniques

Course introduction: The teaching purpose of the basic course of choreography techniques is to develop and improve the students' creative ability of dance art. Dance training, training and develop students of human body performing art more open thinking space, creative space and performance space, understand the basic law of choreography techniques, from the impromptu dance training to capture image, movement change, and dance, dance and stage scheduling practice, the purpose is to cultivate students have independent ideas.

2. Discussion

In the course of the study, the researchers found that cognition affects behavior, and changing cognition can change behavior.

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 Yuan, 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 Xinyu., 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 Yang, 2017) 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. (Zheng Xiaoling, 2016) 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 Jun, 2022) and (Guo Nifei, 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.

3. Recommendations

In view of these problems, the researchers put forward some solutions, so as to promote the comprehensive development of dance education management in vocational and technical colleges.

1. To innovate the educational concept and put forward a diversified educational

evaluation mechanism.

Innovation is very important to let the field of education management get long-term development. That is to say, how to innovate the educational concept and educational evaluation mechanism is a very important content. This requires our modern education, managers should learn more from some foreign educational management concepts and management experience, introduce innovative elements into the educational concept, and then to some management parties Law and management concept for systematic identification, break the mode of patriarchal system.

In addition, teachers should also put students on the main position of learning and put forward diversified educational evaluation mechanisms. In fact, compared with the innovative concept, it is very easy to understand, which mainly refers to the innovation of educational evaluation and teaching concept. Therefore, how to better establish the corresponding educational evaluation mechanism is also one of the important topics that teachers need to face.

2. Establish and improve the mechanism of higher education and standardize the management concept.

From the current development of education, although there are funds provided by the state to support the school, but many times it is still stretched. Therefore, it is imperative to establish a more perfect higher education mechanism and innovate and standardize the management concept. Only in this way can we make the management more standardized and scientific. In the process of running a school, the benefit of running a school should be taken as the purpose, the cost management and accounting should be strengthened, and the social financing should be expanded and strengthened, so as to promote the formation of the independent school-running mechanism for the whole society, and then according to the own conditions of running a school, the scale of running a school should be continuously expanded, so that colleges and universities can get Sustainable development and promotion.

3. Strengthen the cultivation of students' innovation ability, innovation ideological and moral and professional cultural quality.

In the process of dance education management, teachers should constantly innovate students 'ideological and moral quality, systematically arrange the theoretical courses of ideological quality, and build an experimental base of ideological education, so that students' moral cultivation and social practical ability can be effectively strengthened and improved. Secondly, teachers should innovate the cultural quality of the major, and then constantly update and improve the content of the teaching materials according to the needs, so that the teaching materials are diversified to meet the learning needs of students and meet the needs of society and education development. Finally, teachers should constantly cultivate students' innovative ability, so that students' learning ability and social service ability can be effectively improved rise.

4. Conduct effective reform of the education system for the dance education management of vocational and technical colleges, a good education management system is very necessary and of great significance. He has a very important influence on the reform of education management in colleges and universities.

The modern reform of the traditional education management system can not only improve the work efficiency of education, but also play a clear effect on the work objectives in practice.

First of all, from the perspective of the performance management system, colleges and universities should use the scientific and reasonable management system to effectively manage teachers, and can integrate the appropriate performance appraisal mechanism to increase the working motivation and pressure of teachers, so that teachers can constantly enrich and improve themselves in practice I, constantly improve their learning level, strengthen the enthusiasm of work, let students actively participate in the learning process.

Secondly, from the power of management system, colleges and universities should according to each person's work content, the effective distribution of power, and then put their management delegated to each department, let each department can have order management, to enhance the linkage between the departments, reduce the contradiction between each other in emergency, in order to better carry out the tube The work.

5. Build an excellent education management team

In order to make the teachers of vocational and technical colleges have a more comprehensive, three-dimensional and clear understanding of education management, push some advanced education management theories and cutting-edge information, guide teachers to conduct independent study and discussion according to their own situation, so as to promote teachers to form correct education management concepts and management consciousness.

In order to improve the timeliness and pertinacity of education management, some enterprise managers, excellent scholars and famous experts with strong management experience can also be invited to give theme lectures in vocational and technical colleges, or make full use of the remote video function to organize online education management forums. To guide and mobilize the teachers of vocational and technical colleges to participate actively, Communicate with the obstacles and difficulties encountered in education management, improve themselves with the help of rich experience and authority, and effectively solve 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 work. 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 needs of school education development and education management, and requires the whole society to recruit education management talents urgently needed by higher vocational colleges, from their professional, quality, thought, innovation, practice and other aspects Hand assessment, and arrange Hong Kong training training related to higher vocational education management for new teachers, so that they can better understand the actual methods and procedures of education management.

Fully understand its advantages and disadvantages, adjust the original education management training, according to its needs to set up medium-term, long-term, short-

term and other different training programs. 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.

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.

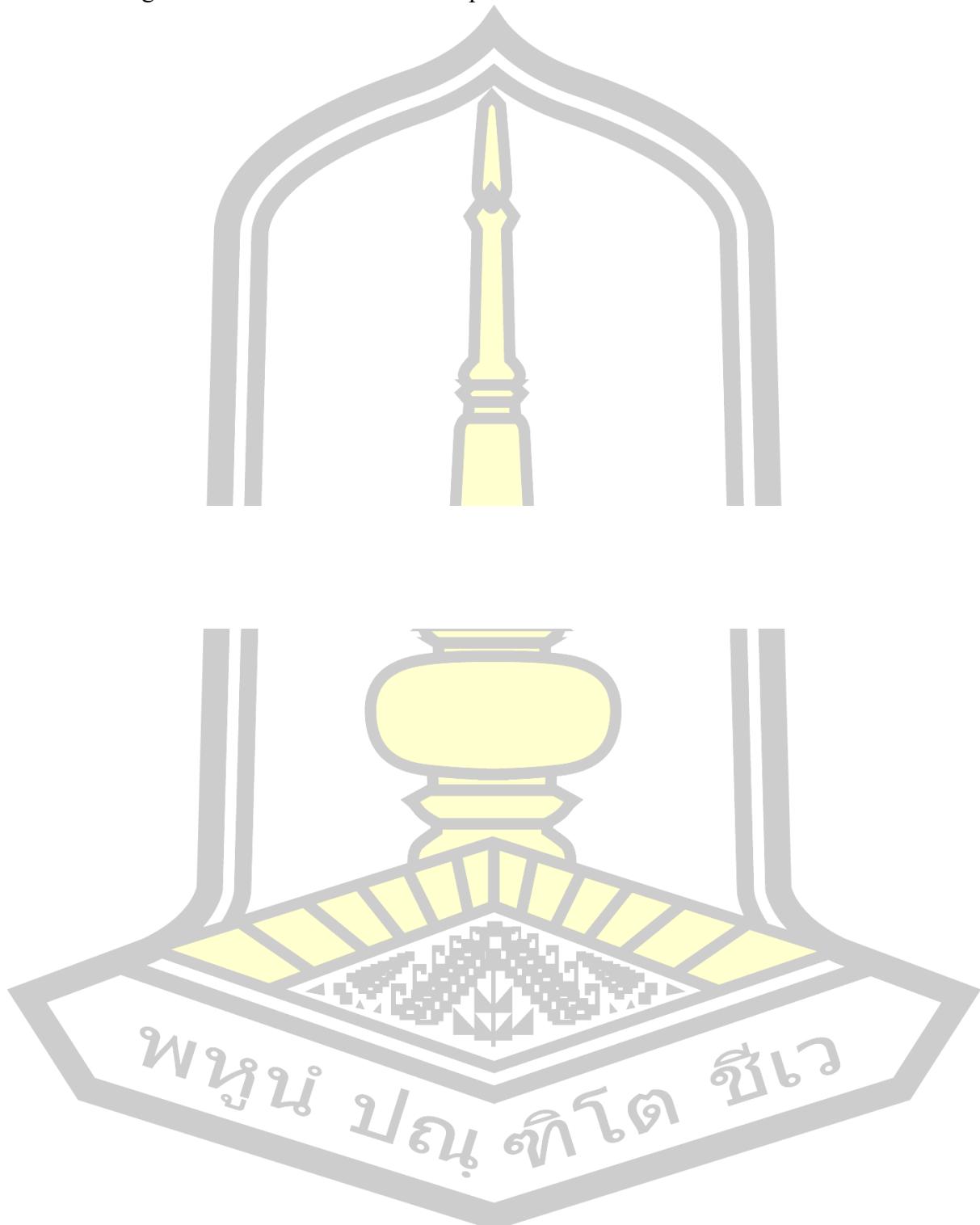
2.Policy Recommendations

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.

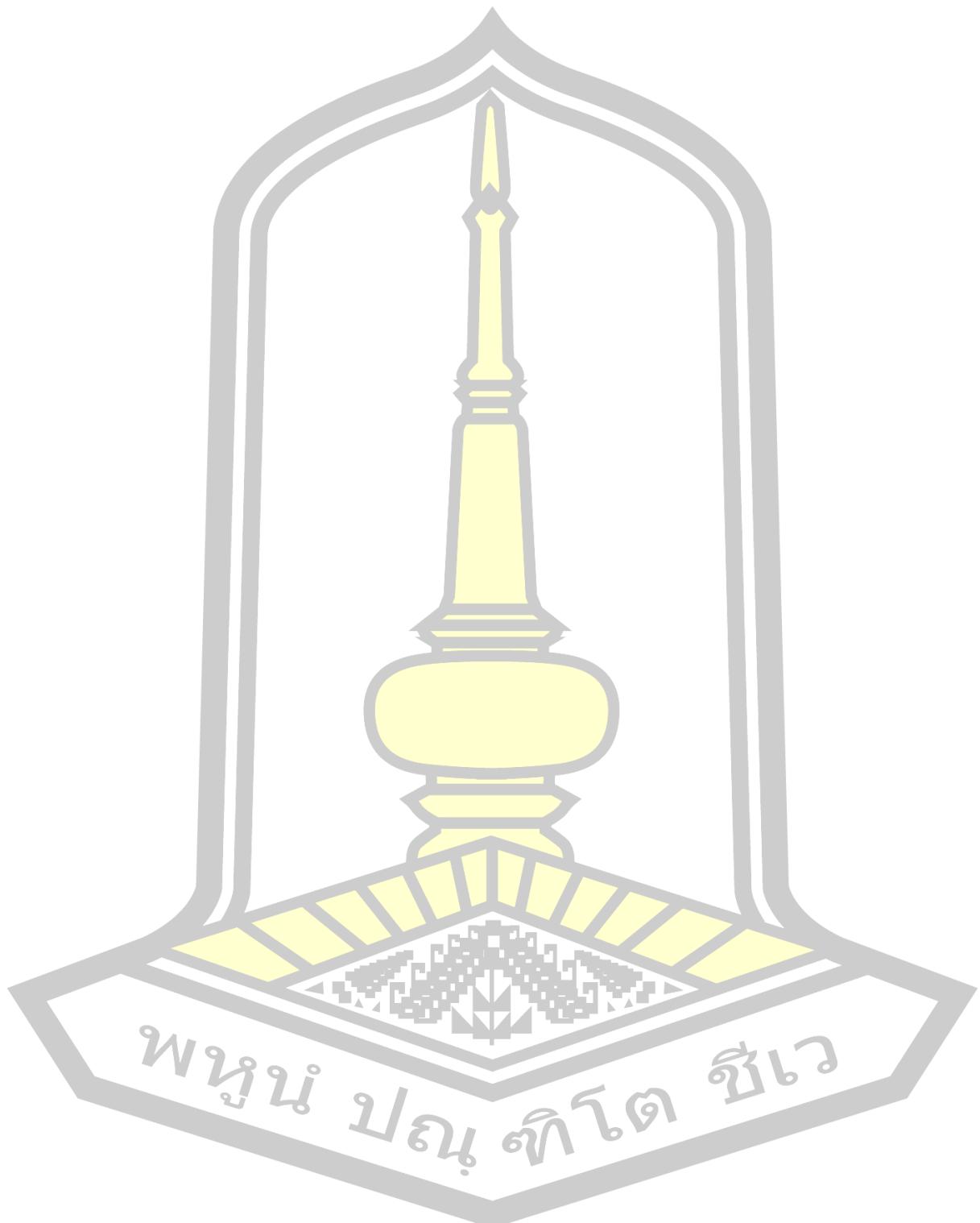
3.Practical Recommendations

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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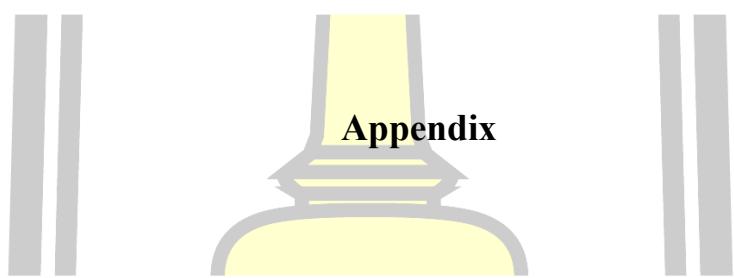
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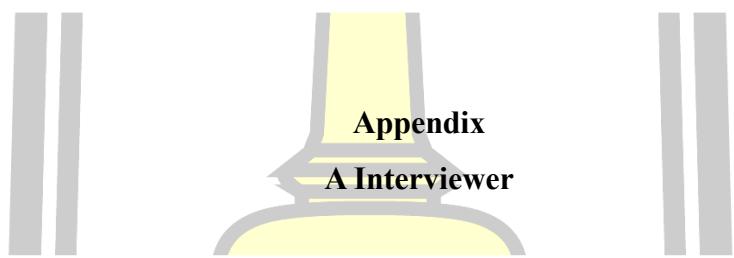
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Interviewer

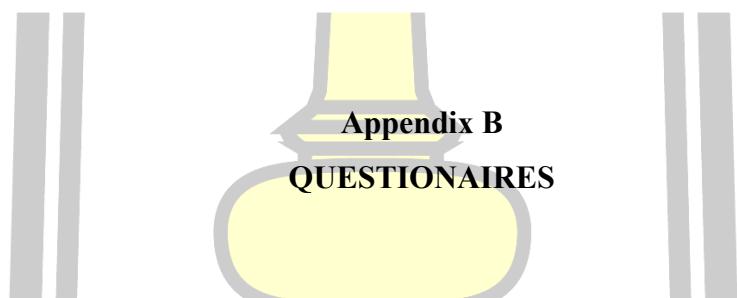
Li Liang : A national first-class director of Ping Ding Shan Vocational and Technical College, Henan, China. October 20, 2023

Liu Xiao Lei : Associate Professor of Xinyang Vocational and Technical College Chairman of Xinyang Dancers Association November 15, 2023

Sun Xiu Li : Associate Professor, Pingdingshan Vocational and Technical College, December 5, 2023

Li Jie : Associate Professor of Anyang Vocational and Technical College Chairman of Anyang Dancers Association December 8, 2023

Wang Song Yang : Professor of Nanyang Normal University, Chairman of Nanyang Dancers Association, November 10, 2023



QUESTIONNAIRES

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

1. Gender

male woman

2. Age

3. Occupation

Dance Instructors Director of School
Educator

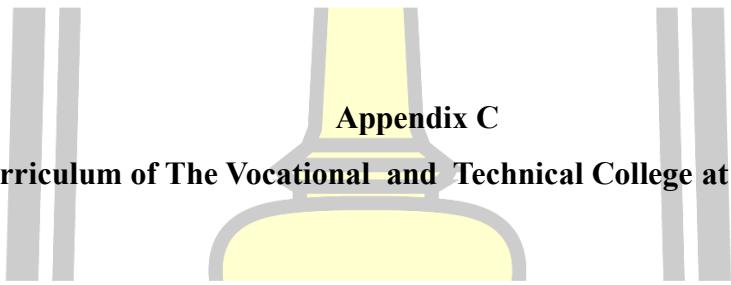
China

Dance

5. at most 4. More 3. among 2. few 1. least

4. Your choice

Order number	contents	Comment level				
		5	4	3	2	1
1	Do you think there are more opportunities for dance teachers to retrain them?					
2	What do you think of the quality of the dancers who have graduated?					
3	Do you think the salary of dance teachers in vocational and technical colleges is reasonable?					
4	Do you think the school has a good budget for dance?					
Order number	contents	Comment level				
		5	4	3	2	1
5	Do you think the setting of dance courses is required by the composite market?					
6	Do you think the course content is diverse and attractive?					
7	Are there enough dance classrooms in your school, How many are there?					
8	Do you think your school has enough dance teaching equipment?					
9	How do you think your school is very efficient in dance management?					
10	Do you think the management of vocational dance education in Henan province needs to increase communication?					



Appendix C

Dance Curriculum of The Vocational and Technical College at He Nan Province



Dance Professional Curriculum of Pingdingshan Vocational and Technical College:

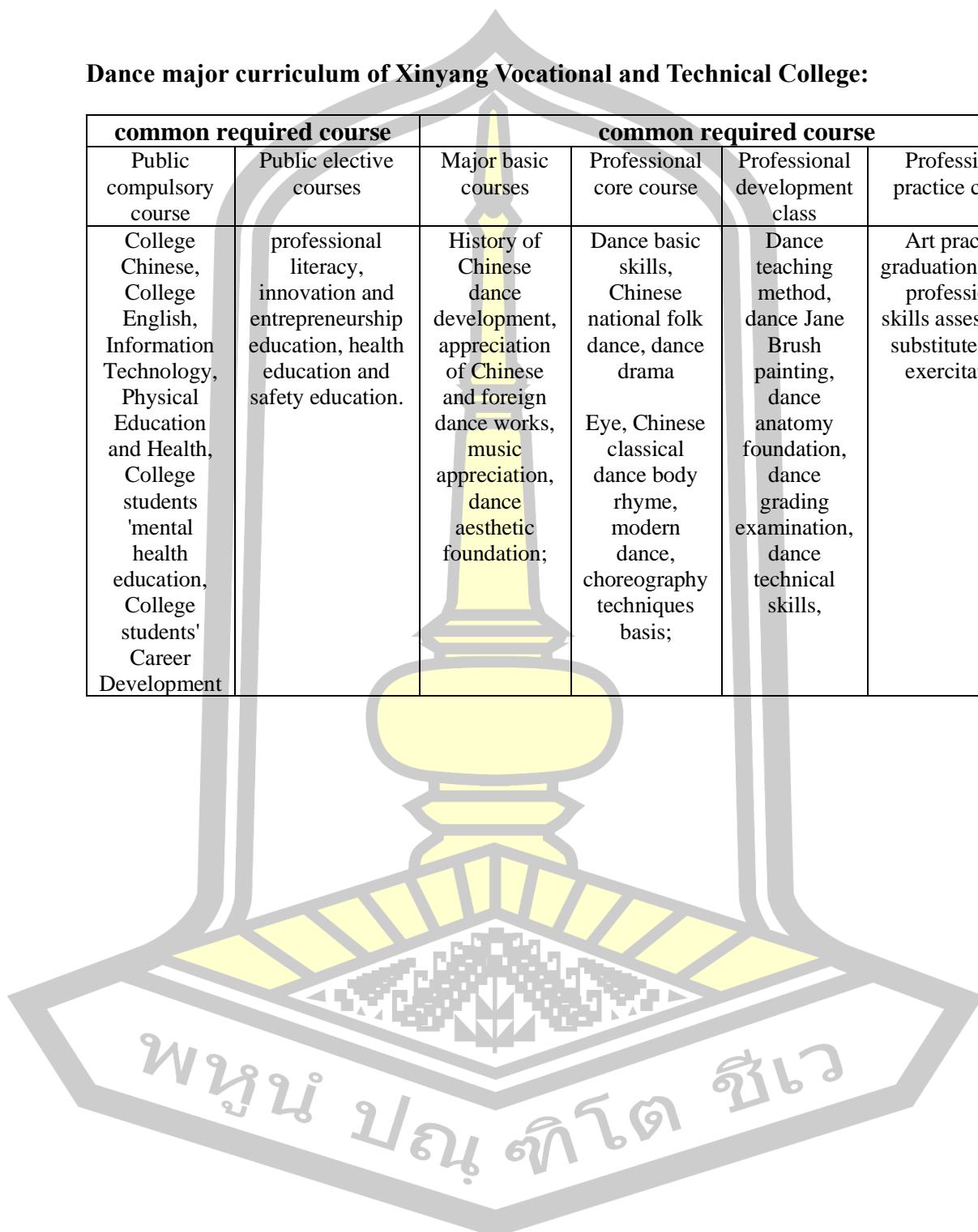
common required course		Professional course			
Public compulsory course	Public elective courses	Major basic courses	Professional core course	Professional development class	Professional practice course
Ideological and moral cultivation and legal basis, MAO Zedong thought	professional literacy, innovation and entrepreneurship education, health education and safety education.	History of Chinese dance development, appreciation of Chinese and foreign dance works, music appreciation, dance aesthetic foundation;	Dance basic skills, Chinese national folk dance, dance drama Eye, Chinese classical dance body rhyme, modern dance, choreography techniques basis;	Dance teaching method, dance Jane Brush painting, dance anatomy foundation, dance grading examination, dance technical skills,	Art practice, graduation report, professional skills assessment, substituted post exercitation.

Dance major curriculum of Anyang Vocational and Technical College:

common required course		common required course			
Public compulsory course	Public elective courses	Major basic courses	Professional core course	Professional development class	Professional practice course
College Chinese, College English, Information Technology, Physical Education and Health, College students' mental health education, College students' Career Development	professional literacy, innovation and entrepreneurship education, health education and safety education.	History of Chinese dance development, appreciation of Chinese and foreign dance works, music appreciation, dance aesthetic foundation;	Dance basic skills, Chinese national folk dance, dance drama Eye, Chinese classical dance body rhyme, modern dance, choreography techniques basis;	Dance teaching method, dance Jane Brush painting, dance anatomy foundation, dance grading examination, dance technical skills,	Art practice, graduation report, professional skills assessment, substituted post exercitation.

Dance major curriculum of Xinyang Vocational and Technical College:

common required course		common required course			
Public compulsory course	Public elective courses	Major basic courses	Professional core course	Professional development class	Professional practice course
College Chinese, College English, Information Technology, Physical Education and Health, College students' mental health education, College students' Career Development	professional literacy, innovation and entrepreneurship education, health education and safety education.	History of Chinese dance development, appreciation of Chinese and foreign dance works, music appreciation, dance aesthetic foundation;	Dance basic skills, Chinese national folk dance, dance drama Eye, Chinese classical dance body rhyme, modern dance, choreography techniques basis;	Dance teaching method, dance Jane Brush painting, dance anatomy foundation, dance grading examination, dance technical skills,	Art practice, graduation report, professional skills assessment, substituted post exercitation.



BIOGRAPHY

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លោក លុយ ហេង ខ័ន