

# Feasibility Study on the “Six in One” Teaching Mode in Line Dance

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Received: June 1, 2020 Accepted: June 8, 2020 Online Published: June 29, 2020

doi:10.5539/ass.v16n7p138

URL: <https://doi.org/10.5539/ass.v16n7p138>

## Abstract

Line dance is one of the most important parts of physical education, which has been widely and deeply promoted in physical education. To sum up, the traditional teaching mode of line dance basically focuses on the three aspects of "teaching, learning and doing", that is, for the teaching content, the teacher teaches and the students follow the teacher to learn and do. Most of the students just master the set of movements taught by the teacher, can not create their own dance moves or even participate in the competition. Therefore, this paper analyzes the shortcomings of traditional line dance teaching, reforms the teaching content and teaching mode, and probes into the teaching mode integrating "teaching, learning, doing, practicing, researching and competing", so as to provide some reference for the teaching reform of line dance course in colleges and universities in China.

**Keywords:** line dance, six in one, teaching mode

In the 1970s, line dancing originated from country music in the western United States. Line dance is easy to learn, and it's style is obvious. It can be danced by a person alone, and also be danced with many people. Since entering China, it has developed rapidly. Line dance is one of the national fitness programs in China. There are many competitions for line dance every year, including regional competitions, provincial competitions and national competitions. In China, every year there will be the national league, the national final, the national open competition. There is a world open line dance competition at the international level. As an important part of school physical education, line dance has been widely and deeply promoted and developed. The teaching mode of line dance varies from person to person, and the reform of the teaching mode of line dance in colleges and universities in China also has its own characteristics. To sum up, the traditional teaching mode of line dance basically focuses on the three aspects of "teaching, learning and doing", that is, for the teaching content, the teacher teaching and the students following the teacher to learn and do. The students master the complete set of action inside teaching content. In terms of improving the technical level of students' line dance and cultivating their creative and competitive abilities, teachers attach different importance to it. After the students learn the line dance, most of them just master the whole set of movements taught by the teacher, and they cannot create or even participate in the line dance movements by themselves. Therefore, analyzing the shortage of traditional line dance teaching to reform the teaching content and teaching mode, to explore a set of "teaching, learning, doing, practice, research, and competition" six integrated teaching mode, so as to improve the students' real level of line dance movements, technical skills, creating and ability and competition ability, cultivate students' innovation ability, music, music editing ability and group cooperation ability, that can achieve the ideal teaching effect of the teaching mode is imperative.

## 1. Analyze the Current Teaching Mode and Deficiencies of Line Dance

At present, most of the line dance teaching in schools inherits the traditional line dance teaching mode. To sum up, it basically focuses on the three aspects of "teaching, learning and doing", that is, for the teaching content, the teacher teaches the students the line dance routine movements, while the students follow the teacher to learn and do.

### 1.1 Current Teaching Mode of Line Dance

#### 1.1.1 "Teaching": The Teacher Teaches the Students the Complete Set of Moves of Line Dance

In the design of teaching content, a complete set of movements is generally used as the teaching content. In the process of teaching, teachers generally adopt the method of combining integrated teaching and split teaching to teach students a complete set of movements through teachers' "teaching". In this kind of "teaching", the communication of information between teachers and students is intentional, and students can master basic

technical actions, but the content is relatively single.

#### 1.1.2 "Learning": Students Learn the Whole Set of Moves of Line Dance Taught by Teachers

When the teacher breaks down the whole set of movements into teaching and overall teaching, the students need to follow the teacher's steps to learn, and the students are all passive learners of the content taught by the teacher. The content and style of learning may not be what students are interested in or like, but it varies from person to person. Therefore, in the process of learning, there will be students learning boring, enthusiasm is not high, just mechanical imitation of the teacher taught action, learning efficiency is not high phenomenon. In this way, there will be the possibility that is not conducive to the promotion and development of the project.

#### 1.1.3 "Doing": Students Practice the Dance Moves Taught by the Teacher

While the teacher was "teaching", the students completed the "learning" of the complete set of movements. "Teaching" and "learning" are usually done in the classroom. "Doing" means that teachers assign homework in class or after class, and students consolidate and improve what they have learned. In the process of doing it, students can further understand the action specifications or action routes taught by teachers, and at the same time, they can standardize the action to prevent the occurrence of wrong action. The movement does not appear the mistake, skilled completes the teacher to teach the content, generally can pass the examination.

#### 1.2 Shortcomings of the Current Teaching Mode of "Teaching, Learning and Practicing"

Speaking from the general teaching process, the teaching mode of "teaching, learning and practicing" can also enable students to learn the complete set of moves of line dance and pass the exam. But this teaching mode still exist some problems, such as single teaching content, students interest in learning not be high, mechanical imitating what teachers teach action, learning efficiency not high, not conducive to the cultivation of the students for line dance interest and improve students' learning enthusiasm and initiative, and not have a positive role team for students to improve cooperation ability and interpersonal communication ability. In order to improve students' learning initiative, enthusiasm, teamwork ability, interpersonal skills, sense of collective honor, and ability to appreciate competitions, it is urgent to find a new teaching mode to meet the needs of teaching.

### 2. Put Forward the New "Six In One" Dance Teaching Mode and Its Significance

The traditional teaching mode of line dance can no longer meet the needs of the current school teaching objectives. Therefore, on the basis of the traditional "teaching, learning and doing", the three aspects of "practice, research and competition" are added to form the six-in-one teaching mode of line dance.

#### 2.1 The Meaning of "Practice, Research and Competition"

##### 2.1.1 "Practice"

"Practice" means that students, on the basis of "learning" and "doing", practice what they have learned by themselves or with their partners. Through constant practice, they can constantly find out problems, stimulate students to think about problems and seek solutions. In this process, students may have new problems, prompting students to further "learn", so as to form a process of repeated learning and practice, which will promote students' mastery and improvement of motor skills.

##### 2.1.2 "Research"

"Research" means that after the teacher finishes teaching routine, the students improve their own movement technology and movement level through "learning, doing and practicing". And then, according to the teacher's explanation and requirements on the movement formation change, level change, and so on, the group movements are created in the form of a team. In this way, it is conducive to develop students' innovation ability, create new formations and level changes, make the choreographed movements more novel and aesthetic, and the perform more appealing, visual impact and shocking. At the same time, it can improve students' communication skills, interpersonal skills and teamwork ability. In addition to the form of group learning, the students can also strengthen learning forms of online learning resources, such as online learning action video teaching learning, electronic materials, the enjoyment of good video game, and so on. Through these forms of learning, it can enrich content, broaden students' horizons, increase learning interest, improve the appreciation ability.

##### 2.1.3 "Competition"

"Competition" is that the students display the four stages' learning results in the form of a competition, and the four stages including "learning, doing, practicing and research". Through group competitions, class competitions and university-level competitions, students can master the ability to participate in the games. At the same time, students can further improve their teamwork ability and cultivate their sense of collective honor. In this way,

students can also enhance their confidence in learning and sense of gain. In the process of teaching, the students can understand the rules of the line dance competition, learn how to participate in the line dance competition and appreciate the line dance competition.

## 2.2 The Significance of the "Six-In-One" Teaching Model

### 2.2.1 Enrich the Teaching Content of Line Dance Teaching

On the basis of the existing teaching contents, it can add the relevant learning contents, including the creation and editing ability of line dance and music editing ability. At the same time, in order to better appreciate and participate in the competition, the learning contents of line dance judging method and competition techniques and tactics are added to enrich the learning content.

### 2.2.2 Enhance Students' Ability of Active Inquiry Learning

The traditional cramming learning method is broken. In terms of the creation and compilation requirements given by teachers, students create and compile relevant actions in groups, so as to meet the creation and compilation requirements assigned by teachers. In the whole process, the students' learning initiative and inquiry have been improved.

### 2.2.3 Improve the Technical Level of Line Dance

"Teaching" is the teacher's teaching, in the five links including "learning, doing, practice, research, competition", students need to solid progress step by step, and the students' technical level has been steadily improved in the whole process. This kind of hands-on improvement can make the teaching effect lasting more.

### 2.2.4 Increase the Viewing Ability of Line Dance Events

Through the simultaneous learning of appreciating the line dance competition and the line dance judging method, that is, the learning of practical appreciation and theoretical content, students can appreciate the line dance competition more directly, clearly and clearly. The students can understand which games are good and why it's good, so as to improve students' ability to watch the games.

### 2.2.5 Master the Competitive Ability of Line Dancing

On the basis of "teaching, learning, doing, practice and research", the learning effect is finally demonstrated in the form of competitions. Students can master the ability to participate in competitions through group competitions, class competitions and university-level competitions.

In a word, through the "six-in-one" teaching mode of line dance, students finally master the line dance movements, routines, performances, and the creation and compilation of self-compiled projects in competitions, so as to change the passivity of students' learning and improve their ability of active learning and inquiry learning, change students' learning boring, improve students' ability of innovation, teamwork and competition, and experience the fun and sense of achievement brought by sports learning. And it can change the situation that students' learning purpose is only for examination, and they will not learn and exercise line dance without teachers after the examination. Through experiential learning, the learning effect will be consolidated, and finally line dance will be internalized into a kind of sports behavior, which can lead to lifelong self-learning and exercise.

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