

Innovation and Practical Exploration of Sports Dance Teaching in Vocational Colleges Under the Information Background

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Abstract: Against the backdrop of the comprehensive penetration of information technology into the field of education, sports dance teaching in vocational colleges is facing the problem of adapting traditional models to the needs of talent training in the new era. Based on the core characteristics of information-based teaching and combined with the current situation of sports dance teaching in vocational colleges, this paper analyzes the existing problems such as rigid teaching modes, lack of resources, and single evaluation in current teaching. It proposes innovative strategies from four dimensions: teaching mode, teaching resources, teaching methods, and evaluation system, and elaborates on the application path of information technology in sports dance teaching combined with practical cases. The purpose is to provide reference for improving the quality of sports dance teaching in vocational colleges and cultivating skilled talents with comprehensive literacy.

Keywords: Informatization; Vocational Colleges; Sports Dance

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1 Introduction

With the rapid development of information technology, educational informatization has become the core driving force for promoting educational reform, and the information-based transformation of teaching modes in vocational education is imperative. Sports dance is an important part of quality education in vocational colleges, which can enhance students' physical fitness, cultivate their aesthetic ability and other comprehensive qualities, and occupies an important position in the talent training system. At present, sports dance teaching in vocational colleges is constrained by traditional models, and there are problems such as single teaching methods, which are difficult to meet the development needs of vocational education in the new era. The integration of information technology has brought new opportunities for sports dance teaching. Integrating resources, innovating models, and constructing systems can break through traditional limitations and improve teaching effects. Therefore, exploring the innovative paths and practical methods of sports dance teaching in vocational colleges under the information background has important theoretical and practical value.

2 Current Situation and Problems of Sports Dance Teaching in Vocational Colleges Under the Information Background

2.1 Rigid Teaching Modes and Lack of Personalized Guidance

At present, most sports dance teaching in vocational colleges adopts the traditional mode of "teacher demonstration + student imitation + centralized practice", where teachers act as the core of teaching and dominate the entire teaching process. Since sports dance covers multiple dance styles such as Latin dance and modern dance, each of which includes several action combinations, there are significant differences in physical quality, coordination, and learning ability among different students. However, the traditional teaching mode is difficult to take into account the individual differences of students. Teachers often adopt a "one-size-fits-all" teaching method in teaching, which cannot provide targeted guidance for students. As a result, students with weak foundations find it difficult to keep up with the teaching progress, while students with good foundations cannot obtain further improvement, which seriously affects students' learning enthusiasm and teaching quality.

2.2 Lack of Teaching Resources and Insufficient Resource Integration

Sports dance teaching is highly dependent on teaching resources and requires a lot of supporting resources such as action demonstration videos, music materials, and teaching courseware. However, at present, the sports dance teaching resources in most vocational colleges are obviously insufficient: the number of resources is limited, and the existing resources are mostly simple videos and pictures supporting textbooks, lacking high-quality resources such as systematic action decomposition videos, famous artists' demonstration videos, and teaching cases; the form of resources is single, mainly offline resources, with insufficient online resources, making it difficult for students to carry out independent learning in their spare time; the integration of resources is insufficient, the teaching resources accumulated by different teachers are scattered, and there is no unified resource sharing platform, leading to low resource utilization rate. In addition, some vocational colleges lack professional sports dance teaching venues and equipment, which also restricts the development of teaching activities to a certain extent.

2.3 Single Teaching Methods and Insufficient Interaction

In traditional sports dance teaching, teachers mainly carry out teaching through oral explanation and action demonstration, and the teaching methods are relatively single. Due to the strong coherence and complexity of sports dance movements, some movements are difficult for students to grasp accurately through simple demonstration and explanation. Students are prone to problems such as non-standard movements and inaccurate rhythm grasp in the learning process. At the same time, under the traditional teaching mode, there is little

interaction between teachers and students, and between students. Students are mostly in a passive learning state and lack opportunities for active thinking and exploration. This one-way teaching mode is not only difficult to stimulate students' learning interest, but also leads to students' insufficient understanding of sports dance, affecting teaching effects.

2.4 Single Evaluation System and Lack of Process-Oriented Evaluation

At present, the evaluation of sports dance teaching in vocational colleges is mostly based on the final skill assessment, and the evaluation content mainly includes students' movement completion and rhythm grasp ability, with a relatively single evaluation method. This summative evaluation mode has obvious drawbacks: it ignores the students' learning process and cannot fully reflect the progress and efforts of students in the learning process; the evaluation criteria are too rigid, making it difficult to take into account the individual differences of students, which is likely to lead to unfair evaluation results; the evaluation subject is single, mainly teacher evaluation, lacking students' self-evaluation and mutual evaluation, which cannot give full play to the incentive and guiding role of evaluation.

3 Innovative Paths of Sports Dance Teaching in Vocational Colleges Under the Information Background

3.1 Innovate Teaching Modes and Construct an Online-Offline Integrated Teaching Mode

Online-offline integrated teaching is an important direction of educational reform under informatization, which can break through traditional limitations and realize personalized teaching. Relying on online teaching platforms (such as Chaoxing Xuexitong, Yukuangtang), sports dance teaching in vocational colleges constructs an "online preview + offline teaching + online review" mode. During online preview, teachers upload teaching videos, courseware, music and other resources in advance and assign personalized preview tasks for students; students use electronic devices to study in their spare time, submit homework and feedback problems, and teachers adjust offline teaching plans based on this. In offline teaching, teachers provide targeted guidance on the problems existing in students' preview, correct movements through group practice and one-on-one counseling, and play practice videos with multimedia to enhance the pertinence of teaching. In online review, teachers upload resources such as key and difficult content, set up a Q&A section on the platform, and encourage students to share practice videos for mutual evaluation and communication, so as to improve their learning initiative.

3.2 Integrate Teaching Resources and Construct a Digital Teaching Resource Library

Enriching teaching resources is the guarantee for improving the quality of sports dance teaching. Vocational colleges use information technology to integrate resources and build a digital teaching resource library. First, integrate high-quality video resources, collect and sort out domestic and foreign famous artists' demonstration videos, action decomposition videos, and competition videos, and organize teachers to record targeted teaching videos according to teaching needs. Second, enrich audio resources, collect music of different styles suitable for sports dance, and conduct editing and processing to meet the needs of different teaching links. Third, develop teaching courseware and electronic textbooks, combine the teaching syllabus to make courseware and electronic textbooks containing theoretical knowledge, action diagrams, and common problem analysis, and can also use virtual reality (VR) and other technologies to develop virtual teaching scenarios, allowing students to simulate practice in a virtual environment, enhancing the interest and immersion of teaching. Fourth, build a resource sharing platform, establish a unified digital teaching resource sharing platform to realize centralized management and sharing of resources. Teachers can upload and update resources, and students can retrieve and download resources, so as to improve the utilization rate of resources. In addition, encourage teachers and students to participate in resource construction and form an atmosphere of co-construction and sharing.

3.3 Innovate Teaching Methods and Enhance Teaching Interaction

Information technology provides possibilities for the innovation of sports dance teaching methods, and vocational colleges should take advantage of this to innovate teaching methods. First, use multimedia technology to assist teaching. In class, projectors and tablet computers are used to play teaching videos and music materials, and slow playback and replaying of complex movements are carried out to help students grasp key points. Audio editing software is used to process music and mark rhythm points to help students accurately grasp the rhythm. Second, use interactive teaching tools to carry out teaching. With the help of interactive functions of online teaching platforms, such as sign-in, answering questions, discussions, and voting, to enhance teacher-student interaction. Carry out answering activities to test students' learning situation, organize discussions to exchange learning experience, and conduct voting and selection to stimulate students' learning enthusiasm. Third, use big data technology to realize personalized teaching. Collect students' learning data through online platforms, analyze students' learning behaviors and effects with big data, and formulate personalized learning plans for students. For example, recommend basic practice videos for students with poor coordination, and provide targeted practice resources for students who cannot grasp the rhythm accurately.

3.4 Improve the Evaluation System and Construct a Diversified Process-Oriented Evaluation System

Under the information background, vocational colleges should break the traditional summative evaluation mode and use information technology to construct a diversified process-oriented evaluation system. On the one hand, enrich the evaluation content, which not only includes skill indicators such as movement completion and rhythm grasp, but also covers comprehensive quality indicators such as learning attitude and participation, and record the entire learning process of students through online platforms. On the other hand, innovate evaluation methods, adopt a diversified evaluation method of "teacher evaluation + student self-evaluation + student mutual evaluation". Teachers evaluate students based on learning data and offline performance; students submit self-evaluation reports to reflect on their own learning situation; organize students to evaluate each other's practice videos and put forward improvement suggestions, so as to enhance students' sense of participation and responsibility. Use information technology to optimize the evaluation process, and realize the automation and

intelligence of evaluation with the help of the evaluation function of online teaching platforms. For example, set evaluation indicators and scoring standards. After students submit practice videos, the system automatically gives an initial score, and then teachers conduct manual review and adjustment; use big data to analyze evaluation data and provide a basis for teaching improvement.

4 Practical Case of Sports Dance Teaching in Vocational Colleges Under the Information Background

To verify the application effect of the information-based teaching mode in sports dance teaching in vocational colleges, 60 students of the 2023 preschool education major in a vocational college were selected as the research objects, and randomly divided into an experimental group and a control group, with 30 students in each group. The control group adopted the traditional teaching mode, while the experimental group adopted the online-offline integrated information-based teaching mode. The teaching content was the basic movements of Latin dance (Rumba), and the teaching cycle was 16 class hours.

4.1 Practice Preparation Stage

Construct a digital teaching resource library, collect Rumba-related resources, organize teachers to record teaching videos and courseware, and upload them to the Chaoxing Xuexitong platform. Formulate teaching plans: the experimental group adopted the "online preview + offline teaching + online review" mode, while the control group adopted the traditional teaching mode. At the same time, formulate detailed teaching plans and evaluation schemes according to the teaching syllabus. Conduct teacher training: train the teachers of the experimental group on information-based teaching technology to make them master platform use and tool application skills.

4.2 Practice Implementation Stage

In the online preview stage, teachers of the experimental group uploaded resources and assigned preview tasks in advance, and understood students' preview situation through the platform; in the offline teaching stage, the control group adopted traditional demonstration and explanation, while the experimental group provided targeted guidance according to students' preview problems, used tablets to play action videos to correct students' movements, and organized group practice and one-on-one counseling; in the online review stage, teachers of the experimental group uploaded review resources, required students to review and consolidate, carried out online Q&A and student-student communication, while the control group only reviewed through class notes and after-class practice.

4.3 Practice Effect Analysis

After the teaching cycle, the learning effects of the two groups of students were compared: in terms of skill assessment scores, the average score of the experimental group was 85.6 points, and that of the control group was 76.3 points, with the experimental group significantly higher than the control group; in terms of learning interest and participation, 86.7% of the students in the experimental group had a strong interest in sports dance, and 83.3% actively participated in teaching interaction, while 60% of the students in the control group had general interest, and 56.7% had low participation enthusiasm; in terms of learning autonomy, 90% of the students in the experimental group could carry out independent learning after class, and 80% took the initiative to ask teachers for advice on problems, while only 46.7% of the students in the control group could carry out independent learning, and 36.7% took the initiative to ask for advice. The practice results show that the information-based teaching mode can effectively improve the quality of sports dance teaching in vocational colleges, stimulate students' learning interest and initiative, and is worthy of popularization and application.

5 Conclusion and Prospect

The development of information technology has brought opportunities for the innovation of sports dance teaching in vocational colleges. At present, sports dance teaching in vocational colleges has problems such as rigid teaching modes, lack of resources, single teaching methods, and imperfect evaluation systems, which affect teaching quality and talent training effects. Constructing an online-offline integrated teaching mode, integrating a digital resource library, innovating teaching methods, and improving a diversified evaluation system can break through the limitations of traditional teaching and improve teaching effects. Practical cases show that the information-based teaching mode has obvious advantages in improving students' skills, stimulating learning interest, and enhancing learning autonomy. However, in practical application, it faces problems such as insufficient information-based ability of teachers, untimely resource update, and lack of electronic devices for some students. In the future, vocational colleges should strengthen teacher training, increase investment in resource construction, improve the guarantee mechanism, and promote the in-depth integration of informatization and sports dance teaching. At the same time, they should explore the application of new technologies such as artificial intelligence and virtual reality, innovate teaching modes and methods, and provide support for cultivating skilled talents with comprehensive literacy.

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