



# A Study on the Developmental Obstacles and Causes of Art Education in China--Taking Dance Education as an Example

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**Abstract.** With the continuous development of China's education and the country's increasing emphasis on quality education, more and more art education has come into the public's view. Dance education is an important part of art education and an important carrier of quality education, but the development of dance education has not made great progress since quality education was proposed more than 20 years ago. This paper analyses the scale of development, developmental differences, and developmental policies of dance education in China today, and also discusses the developmental problems and obstacles of dance education. This paper focuses on the hot issue of dance education and analyses that due to China's unique national conditions, traditional concepts and talent cultivation mode, China's dance education has very unique Chinese characteristics. Based on this, the paper puts forward suggestions such as training professionals, updating the concept of education, striving to be on par with the international level, and adjusting the construction of the teaching system.

**Keywords:** Arts Education, Dance Education, Teaching System

## 1 Introduction

Art education is an education that shapes people's imagination and cultivates creativity. Nowadays, with the slogan of popular aesthetic education and aesthetic education for all put forward by the state, art education has received more and more attention and ushered in a brand-new development opportunity. Dance, as one of the oldest types of art, is known as the "mother of art". Quality education is the philosophy of education in China and an important theme of Chinese education. Dance education is a kind of basic quality education, in which students are taught through dance to develop their potential. With a variety of dance programs entering schools in recent years, dance education in China is developing in full swing.

However, while dance education has gained more attention from more countries and schools, it also shows a great diversity of development, insufficient professional research ability of dance teachers, and uneven levels of units training dance education talents, and traditional Chinese art concepts have not kept up with the international

level promptly. Analyzing the current situation of dance education in China and discussing in depth how to develop dance education better is an urgent need to achieve the goal of art education in China.

This paper consists of three parts. The first part mainly summarises the problems and obstacles to the development of dance education in China. The second part reveals the unique causes of Chinese art education by logically analyzing the current situation and problems of education. Finally, it discusses the ways to better develop Chinese dance education.

## **2 Obstacles and Problems in the Development of Dance Art Education in China**

### **2.1 Development Scale**

In recent years, with the continuous popularisation of quality education, the development of dance education in China has been expanding, and it has entered a brand new period of globalization and a new world, with a growing market for dance education [1]. Dance education in China has already shifted from the cultivation of professional skills to the development of dance education for the general public [2]. Relevant data show that China now has close to 80,000 dance education-related institutions market size has also long exceeded 60 billion yuan, which shows that China's dance education industry-related enterprises have reached an unprecedented scale. As China's economy continues to grow, parents' ability to pay continues to improve, all kinds of extracurricular training continue to develop, and the dance education market will also benefit, the relevant documents predicted that China's dance education market will reach 1474.29 billion yuan by 2029, the scale of development of China's dance art education is becoming increasingly ambitious.

### **2.2 Development Differentiation**

Differences in dance education are mainly concentrated in two areas: regional differences and age differences.

The regional differences in dance education in China are similar to the economic differences between the north and the south, in the more advanced economic development areas such as the coastal areas, the more intensive the dance education enterprises. According to the relevant data, the top five provinces and cities in China in terms of the number of registered dance education-related enterprises are Guangdong Province, Nanjing, Zhejiang Province, Jiangsu Province, and Shandong Province, with the number of registrations being 19,851, 14,110, 5,646, 3,242 and 2,968 respectively. This data shows that the more economically advanced regions are also more active in the development of dance education.

In China, dance education is becoming increasingly popular among young people, especially parents who are seeking additional educational opportunities for their children. With the continuous reform of the national art education policy, parents are

paying more attention to their children's art learning, thus promoting the importance of dance education to the public [2]. Dance education in China has been gradually realized in every primary school classroom, and the dance small art exams and large art exams are still attracting more parents to choose to receive more professional dance education. There is no doubt that young people are ahead of other age groups in the popularisation of dance education. For non-school-age adults, dance education is more about recreation and physical exercise. There is a big gap in the development of Chinese dance education among all age groups.

### **2.3 Policy Guarantee**

Since 2022, China's Ministry of Education has issued a series of new documents showing that: in compulsory education, "dance" is formally included in the new curriculum of the Ministry of Education in 2022; and in postgraduate education, dance has become a first-class discipline [3]. The construction of dance and the cultivation of talents are becoming more and more important at the national level [3]. The construction of the dance discipline and the cultivation of talents are becoming more and more important at the national level. The Ministry of Education of China issued a new version of the teaching manual, which newly revised the compulsory education curriculum. This curriculum specifies the training objectives of the compulsory education stage, and in terms of reforming the arts curriculum, grades one to seven incorporate dance, theatre, film, and television in addition to the main line of music and art, and grades eight to nine are selected to be offered in separate sections.

The state has included dance in the compulsory education stage, it can be seen that the state attaches more and more importance to the cultivation of children's artistic talents, learning dance has no longer become a hobby class, but a mandatory course, and a lot of schools around the country have already changed the classroom exercise to dance. Furthermore, from the content point of view, this may all require students to have a certain dance foundation. And the so-called dance foundation is, first of all, the training of the physical foundation. After all, with a dance-trained body, the child can perform, create, and integrate dance. Dance training is not a short-term surprise, but requires long-term practice and continuous accumulation. With the support of the national government, China's art education will flourish.

## **3 Reasons for the Obstruction of Dance Art Education in China**

### **3.1 China's Basic National Conditions**

Dance art education in China is based on the national sentiment of China and is constantly increasing and reflecting the content of quality education [4]. However, when the West was swept by the dance concepts of "modernism" and "postmodernism", China was absent from these two important modern dance innovations for various reasons in recent times. The 20th century was a century of great development for both Chinese dance and Western dance, but China and the West went to two extremes. the world dance scene in the 20th century underwent two major transitions, which can

also be said to have led to two dance revolutions. Firstly, at the beginning of the 20th century, Germany and the United States at the same time produced modern dance, and at the same time produced a disciplinary sense of dance choreography, so it can be said that this event made the art of dance appear in a new era. Secondly, in the 1960s, some young and middle-aged dancers broke the monopoly of modernism, thus giving rise to "post-modern". Throughout the post-modern movement in the West, the art of dance has broken through the obstacles together with all kinds of art and created a new world. These two revolutionary events in the world of dance are two turning points in the thinking of dance, and choreography has undergone significant changes from concept to method. Unfortunately, China was absent for various reasons. The time difference and the historical dislocation, although people can not simply say that it caused the backwardness, but has also become a major reason for hindering the development of Chinese dance art.

### **3.2 Chinese Traditional Dance Education Philosophy**

The phenomenon of emphasizing practice over theoretical research has always existed in Chinese dance education, resulting in weak knowledge of basic dance theory. First of all, the dance profession is highly practical, which makes it more difficult to transform into theoretical research results [5]. Meanwhile, there are fewer breakthrough theoretical research results in the academic aspect. Secondly, the teaching and research of dance favor sensibility, which is an experience-based practical discipline, and are not good at rational analysis to form systematic research results [6]. Finally, dance research lacks methodological guidance belonging to this discipline, but mostly draws on theories of other disciplines. There is an urgent need to find a research paradigm that closely integrates theory and practice.

Dance expresses thoughts and emotions through unique body language, and most people's understanding of dance is only limited to the scope of relaxation for students, and so on, and the important role it plays in quality education is not well understood. Many educators believe that dance is only a part of the child's specialty learning dance as an insignificant auxiliary discipline, students use after-school dance training, which is only a way to relax the body and mind, people do not see dance as the main content of quality education [6]. The existence of this concept, in essence, it has a deep-rooted traditional education in China's education system and education to the test has an inextricable relationship, but also China is different from the special conditions of the Western countries decided by. Early childhood and primary school students into the dance class training, but also some of the family environments are better, hope that the child can have more of a skill, the learning process is only a simple physical imitation, the lack of artistic and pedagogical point of view to educate students to perceive the dance.

### **3.3 Higher Education in the Dance Industry**

There are problems in higher dance education, such as the lack of special features in undergraduate dance education, the homogenization of the knowledge structure of

talents cultivated by dance education, the lack of systematic academic research on dance, and the disconnection between theory and practice [7]. Due to the professional characteristics of dance education, the teaching also favors the cultivation of performing arts talents, which leads to the lack of theoretical talents. At present, there is a difference between the educational decisions of institutions of higher learning and dance schools in terms of talent selection and talent education. Higher education institutions are mainly to train teachers, focusing on the improvement of comprehensive quality, while the educational goal of the dance theatre is to deliver high-quality professional dancers to the community, and classroom teaching is based on the training of professional technical skills [7]. It can be seen that an inappropriate talent pool for dance education will hinder the development of dance education in China.

### **3.4 Faculty of Full-Time Teachers**

Dance teachers with high professionalism and technical standards should first of all be quite solid in basic dance theories, and secondly, dance skills must be skillful. In China, most of the professional dance teachers come from professional dance colleges and universities, and these teachers have some technical skills, but they do not have a solid grasp of the basic theories [8]. This is mainly because in most of the institutions in China to take care of art students, art students' theoretical assessment of the standard set by the line than the non-art students of the score line is much lower, objectively leading to some teachers and students relaxing their requirements, and even think that only need to practice a certain degree of dance skills will be able to enter the institutions of higher learning. Based on this concept of education to train students, and then go to educate the next generation, on the surface of the essence of dance from generation to generation in the continuation, in fact, in addition to the realization of the teaching of dance skills, dance theory has not become more fulfilling.

## **4 Suggestions for Dance Education in China**

### **4.1 Updating Education Concepts to International Standards**

Dance colleges and universities should keep up with the requirements of the times and change the concept of education promptly, introduce advanced teaching concepts and educational means of quality education in the teaching of dance education, and try to cultivate the interest of the students' nature [8]. It is necessary to further broaden the educational pathway, fully mobilize the students' subjective mobilization from the shallow to the deep, and explore their creative potentials in depth, so that the students learn the dance skills in the active exploration and gradually learn the basic theories of the dance and develop a strong interest in studying. The basic theory of dance generates a strong interest in research and learning and improves the learning effect by continuously expanding students' creative thinking and rich imagination. In addition, the commonalities between dance teaching and other disciplines should be explored in depth, and the intrinsic links between the two should be utilized to teach dance appropriately. Dance education and daily training should introduce more new ideas, new

ideas, and strive to make the essence of dance and the human spirit of integration, a complete transformation of the traditional single classroom teaching form, and constantly enrich the connotation of the art of dance, and at the same time expanding the knowledge structure of the dance students to ensure that the theory and skills are improved.

#### **4.2 Increase Talent Training**

As dance education enters a new phase of compulsory education and popularisation, the vision of talents in dance education should also be broadened. The state should increase its support for art education and create a favorable market environment for dance education. Dance education cannot be limited only to the vocational education vision that focuses on cultivating performing arts talents, and its function, role, and value will be much higher than that of vocational education [9]. The future of dance education should be closely linked with the overall development of human beings, the innovative development of dance disciplines, interdisciplinary integration research, and changes in the social demand for talents, and more in-depth research. How to optimize the structure of teachers and boost their strength is a problem that needs to be solved by the dance education sector in China at this stage [10]. Dance education involves the training and education of dance professional skills, and should also pay attention to the dance teachers' basic dance theory and cultural quality training. Always take self-cultivation as the top, this is why a qualified dance teacher should have the basic quality of counting. The professional teaching of basic dance theory should not only be a teacher reading from a textbook on a seven-foot podium, but also focus on the integration of theory and practice, so that dance theory can be sublimated into a kind of knowledge and concept, and then form a set of theoretical system in the students' consciousness, guide them to carry out scientific daily study and training, and constantly innovate in dance performances, so that the theory of dance can experience the practice of honing and become rich and diversified. The direction of dance education should be changed from cultivating "professional dance talents" to "comprehensive talents adapted to the needs of the society", which makes the dance education system gradually step into a virtuous education cycle system.

### **5 Conclusion**

As an important branch of art education, dance education plays an important role in the development of students' specialties. This paper analyzes the problems and obstacles to the development of dance education in China. This paper argues that China's national economic development has coincided with the development of dance education in the world. This special background of development has made China miss an important opportunity for the development of dance education. Secondly, at present, Chinese dance education still belongs to the category of interest education, and its development has not yet formed a comprehensive and systematic talent training model. At the same time, the team building of relevant teachers is still not perfect. Based

on this, this paper argues that relevant colleges and universities should update the concept of dance education, change the teaching concept, and enrich the teaching method. At the same time, it is necessary to pay attention to the combination of market orientation and improve the cultivation of talents.

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