

# Analysis of Problems and Countermeasures in College Sports Dance Teaching

Yanpeng Wei

Hainan Vocational University of Science and Technology, Haikou, Hainan 571126, China

---

**Abstract:** Sports dance, as an essential component of physical education courses in universities, plays a significant role in enhancing students' physical fitness, artistic appreciation, and social skills. However, there are numerous issues in the current implementation of sports dance teaching in universities, which hinder the improvement of teaching quality and the comprehensive development of students. This paper delves into these problems and proposes targeted solutions, aiming to provide theoretical support and practical guidance for optimizing sports dance teaching in universities, promoting its healthy development.

**Keywords:** College sports dance; Teaching problems; Countermeasures analysis

---

## 1. Introduction

As the concept of quality education is further promoted and people's pursuit of healthy lifestyles continues to rise, the diversified development of physical education in universities has become an inevitable trend. Sports dance, as a sport that integrates elements of sports, art, and music, combines fitness, entertainment, competition, and social functions, making it highly popular among college students. It not only helps students shape a beautiful physique and improve physical fitness but also cultivates their aesthetic ability, sense of rhythm, and expressiveness, enhancing their confidence and social skills. However, in actual teaching processes, university sports dance instruction faces a series of issues that affect the achievement of educational goals and the improvement of teaching effectiveness, urgently requiring in-depth research and solutions.

## 2. Problems existing in physical education and dance teaching in colleges and universities

### 2.1 Ambiguous teaching objectives

Some universities have unclear goals in setting up sports dance teaching objectives. On one hand, they fail to fully integrate the characteristics of sports dance and the actual needs of students, equating teaching objectives with those of other sports, overemphasizing physical fitness while neglecting the unique value of sports dance in cultivating artistic appreciation, emotional expression, and social skills. On the other hand, teaching objectives lack hierarchy and practicality, failing to tailor goals according to different majors and varying levels of students. This results in a lack of targeted selection of teaching content and methods, making it difficult to meet students' diverse learning needs, which in turn affects their enthusiasm for learning and the improvement of teaching quality.

### 2.2 Single teaching content

Currently, the content of sports dance instruction at many universities is relatively monotonous. In terms of dance styles, there is a focus on common ones from Latin and ballroom dances, such as Cha-Cha, Rumba, and Waltz. Other distinctive styles, like Jive, Paso Doble, Viennese Waltz, and some emerging forms of sports dance, receive less attention in terms of introduction and teaching. There is also a lack of depth and breadth in the teaching content, with an overemphasis on basic movements and routines while neglecting aspects such as cultural background, music interpretation, choreography, and innovation. This limits students' understanding of sports dance to surface-level knowledge, preventing them from deeply appreciating its rich connotations and charm, which is detrimental to the improvement of their overall competence and the cultivation of innovative abilities.

### 2.3 Outdated teaching methods

Traditional college sports dance teaching methods primarily rely on teacher demonstrations and student imitations, making the learning process rather dull and monotonous. Teachers dominate the classroom, while students passively absorb knowledge, lacking interaction and communication between teachers and students, as well as among students themselves. This single teaching method overlooks the students' primary role and individual differences, failing to fully stimulate their interest and initiative in learning. Moreover, during the teaching process,

ess, there is a lack of effective application of modern educational technologies, such as multimedia teaching and online platforms. The rich network resources and digital teaching tools are not fully utilized, leading to a relatively monotonous presentation of teaching content, which fails to meet students' diverse learning needs.

## **2.4 Weak teaching force**

The faculty is one of the key factors influencing the quality of sports dance teaching in universities. Currently, there are issues with the number of sports dance teachers and their varying levels of professional competence. Some teachers do not have a background in sports dance, lacking systematic professional training and practice. They have insufficiently deep and comprehensive knowledge of teaching methods, training techniques, and competition rules. In the teaching process, they struggle to accurately demonstrate movements and explain technical points, and are unable to provide students with professional guidance and advice. Moreover, due to heavy teaching loads, teachers have fewer opportunities for training and further education, leading to slow updates in their knowledge and skills. This makes it difficult for them to keep up with new trends and requirements in sports dance development, thereby hindering the improvement of teaching standards.

## **2.5 The teaching evaluation system is not perfect**

The current evaluation system for physical education dance in universities has many flaws. The evaluation methods mainly focus on summative assessment, emphasizing the final performance of students' dance skills at the end of the term while neglecting their performance, progress, and effort during the learning process. The content of the evaluations places too much emphasis on the standardization and accuracy of movements, but falls short in comprehensively assessing students' artistic expression, sense of rhythm, dance innovation, as well as their learning attitude and teamwork skills. The evaluators are singular, primarily teachers, lacking student self-assessment and peer evaluation, which fails to fully motivate students to participate actively in the evaluation process and makes it difficult to ensure the objectivity and fairness of the results. An incomplete teaching evaluation system cannot accurately reflect students' learning outcomes and teaching quality, hindering improvements in teaching and the comprehensive development of students.

# **3. The solutions to the problems of physical education and dance teaching in colleges and universities**

## **3.1 Clarify teaching objectives**

Colleges and universities should combine the characteristics of sports dance with students' actual needs to set clear, specific, hierarchical, and actionable teaching objectives. These objectives should cover three dimensions: knowledge and skills, process and methods, and emotional attitudes and values. In terms of knowledge and skills, students should master the basic theoretical knowledge, movement techniques, and routines of sports dance, as well as possess certain abilities in dance performance and teaching. Regarding the process and methods, diverse teaching approaches and means should be used to foster students' autonomous learning abilities, innovation capabilities, and teamwork skills. Concerning emotional attitudes and values, students should be guided to appreciate the charm of sports dance, enhance their aesthetic abilities, boost their confidence and social skills, and cultivate a love for sports dance and a positive attitude towards life. At the same time, differentiated teaching objectives should be established based on different majors and varying levels of students to meet their diverse learning needs.

## **3.2 Enrich teaching content**

To broaden the selection of dance styles in sports dance instruction, besides the common Latin and ballroom dances, we should add characteristic dances such as the Jive, Paso Doble, and Viennese Waltz, as well as emerging forms of sports dance, allowing students to appreciate the styles and charm of different dance genres. In terms of the depth and breadth of teaching content, it is essential not only to focus on the transmission of basic movements and routines but also to enhance instruction in dance cultural background, music understanding, choreography, and innovation. For example, when explaining dance movements, introduce their origins, development, and cultural significance to help students better understand the cultural meaning behind the dances; through music appreciation courses, cultivate students' musical perception and sense of rhythm, enabling them to perform dances according to the rhythm, melody, and emotional changes of the music; arrange choreography and innovation practice courses, encouraging students to use their imagination and creativity to create and choreograph dance works based on what they have learned, thereby improving their overall competence and innovative abilities.

## **3.3 Innovative teaching methods**

Discard traditional single teaching methods and adopt diverse teaching approaches to fully leverage students' active role, stimulating their interest and initiative in learning. For example, use situational teaching methods, creating scenarios related to sports dance, such as dance competitions or balls, allowing students to experience and feel the charm of sports dance in these contexts, thereby enhancing their enthusiasm and participation; employ group cooperative learning methods, dividing students into teams to collaboratively complete dance learning

tasks, like rehearsals or analysis of dance pieces, fostering teamwork and communication skills; introduce heuristic teaching, using questioning, guiding, and discussion to inspire students to think about and explore knowledge and skills in sports dance, cultivating their self-learning abilities and innovative thinking. At the same time, enhance the application of modern educational technology in sports dance teaching, utilizing multimedia equipment to play videos, music, and images of sports dance, enriching the presentation of teaching content; leverage online teaching platforms to conduct blended online and offline teaching, providing students with more convenient learning resources and interactive spaces for communication.

### 3.4 Strengthen the construction of teachers

Increase efforts to recruit professional sports dance teachers to strengthen the teaching staff and alleviate the shortage of qualified educators. At the same time, enhance training and further education for existing teachers to improve their professional competence and teaching skills. Regularly organize teachers to participate in domestic and international sports dance training, seminars, and academic exchanges, so they can stay updated with the latest developments and teaching methods in the field, update their knowledge structures, and enhance their professional skills. Encourage teachers to engage in educational research and practical exploration, actively participate in teaching reform projects, continuously innovate teaching methods and techniques, and improve teaching quality. Additionally, establish a scientific and reasonable teacher evaluation system to motivate teachers to continuously improve their own qualities and teaching abilities.

### 3.5 Improve the teaching evaluation system

Construct a diversified teaching evaluation system to achieve the diversification of evaluation methods, content, and subjects. In terms of evaluation methods, combine formative and summative assessments, focusing not only on students' final exam scores but also on their performance during the learning process, such as classroom participation, homework completion, and learning attitude, to comprehensively and objectively evaluate students' learning outcomes. Regarding evaluation content, in addition to assessing dance skills, include evaluations of students' artistic expression, rhythm sense, dance innovation, learning attitude, and teamwork abilities, promoting their all-round development. For evaluation subjects, introduce self-assessment and peer assessment, involving students in the evaluation process to enhance their self-awareness and mutual learning capabilities while ensuring the objectivity and fairness of the evaluation results. Based on the evaluation results, provide timely feedback on teaching situations, adjust teaching strategies, improve teaching methods, and enhance teaching quality.

## 4. Conclusion

College sports dance instruction holds significant importance for students' physical and mental health as well as their all-round development. In response to issues such as vague teaching objectives, monotonous content, outdated methods, weak faculty, and an incomplete evaluation system in current college sports dance education, implementing a series of effective measures—clarifying teaching goals, enriching content, innovating methods, strengthening faculty development, and improving the evaluation system—can significantly enhance the quality of college sports dance teaching. These efforts can stimulate students' interest and enthusiasm, foster their overall qualities and innovative abilities, and enable sports dance education to play a greater role in higher education. In future development, colleges should continuously monitor trends in sports dance education, steadily advance teaching reforms, and provide more high-quality sports dance teaching services to promote the comprehensive growth and development of students.

## References

- [1] Li Lin. Analysis on the Current Situation and Countermeasures of Sports Dance Teaching in Colleges and Universities —— Taking Xi'an Yang Normal University as an Example[J]. *New Sports*, 2023, (20): 115-117.
- [2] Fang Ping. Analysis on the Problems and Countermeasures in the Teaching of Tennis in Colleges and Universities[J]. *Tennis World*, 2023, (03): 85-87.
- [3] Sun Haocheng. Analysis on the Problems and Countermeasures of Information Construction in Sports Teaching in Colleges and Universities[C]//International Academic Committee of the International Academician Union of China International Science and Technology Promotion Association. *Proceedings of the 2023 Forum on Innovative Thinking and Educational Scientific Research Academic Inquiry (Volume II)*. Nanchang Institute of Science and Technology, 2023: 248-250. DOI:10.26914/c.cnkihy.2023.008699.
- [4] Li Xue. Analysis on the Cultivation Countermeasures of Artistic Expressive Force in Sports Dance Teaching in Colleges and Universities[J]. *Contemporary Sports Science and Technology*, 2022, 12(23): 175-178. DOI:10.16655/j.cnki.2095-2813.2201-1579-5681.