

Original Paper

Thoughts on the Professional Construction of Choreography under the Concept of OBE

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Abstract

This paper aims to discuss how to comprehensively optimize the teaching construction of dance choreography major under the guidance of OBE concept. First of all, the basic concepts and characteristics of OBE concept are introduced, and then combined with the characteristics of the choreography major, a series of construction countermeasures are put forward, including clear teaching objectives, selecting teaching contents, innovative teaching methods, strengthening activity forms, multiple summary and other aspects. Through the implementation of these countermeasures, the OBE construction of dance choreography major can be realized, and the comprehensive quality and professional ability of students can be improved.

Keywords

OBE concept, choreography major, construction, strategy

The concept of OBE (Outcome-Based Education, student-centered education) is one of the important development trends of modern education. In this context, colleges and universities have explored how to apply the OBE concept to professional teaching. As a comprehensive art major, the choreographer major has a more urgent need for educational reform and innovation. This paper aims to discuss how to comprehensively optimize the teaching construction of dance choreography major and improve students' comprehensive quality and professional ability under the guidance of OBE concept.

1. Introduction of the OBE Concept

The OBE (Outcome-Based Education) concept is an educational concept, which advocates student-centered, with students' ability and accomplishment as the evaluation criteria, and emphasizes that education should be aimed at students, not aimed at the curriculum or teachers. The idea aims to achieve its educational goals by giving students the necessary knowledge and skills, as well as

developing their comprehensive qualities and professional abilities. First, the OBE concept emphasizes clear teaching objectives. The teaching objectives should be clear and specific, so that students can clearly know what the goal is needed to be achieved. When implementing the OBE concept, teachers should develop clear teaching objectives and translate them into evaluable learning outcomes in order to evaluate students' learning. Secondly, the OBE concept focuses on the flexible teaching content. The teaching content should be consistent with the actual needs and interests of students to stimulate students' interest and initiative in learning. When implementing the OBE concept, teachers should choose the teaching content according to students' needs and interests, so that students are more interested in the knowledge and skills they have learned, so as to improve the learning effect. Third, the OBE concept encourages innovation. Education is not only about imparting knowledge and skills, but also about cultivating students' innovative ability and practical ability. When implementing the OBE concept, teachers should adopt innovative teaching methods and encourage students to think independently and innovate, so as to improve students' comprehensive quality and professional ability. Finally, the OBE concept emphasizes multiple evaluation. The evaluation methods should be diversified, including self-evaluation, peer evaluation, teacher evaluation and other ways. When implementing the OBE concept, teachers should adopt a variety of evaluation methods to comprehensively reflect the students' learning situation, including knowledge, ability, emotion and values. In short, the core of OBE concept is to focus students and pursue the overall development of students. In the choreography major, the implementation of OBE concept can be realized through clear teaching objectives, flexible teaching content, innovative teaching methods, diversified evaluation methods and other aspects. Only in this way can we better cultivate excellent dance choreographer talents who meet the needs of the society and make greater contributions to the prosperity and development of cultural and artistic undertakings.

2. The Characteristics of the Professional Choreography

Choreography major is a comprehensive art major, which involves dance skills, choreography skills, music appreciation, drama performance and other aspects. It has the following characteristics: First, choreography major requires students to master certain dance skills and choreography skills. When learning choreography major, students need to master various dance skills and movements, be familiar with different styles of dance expression forms, and need to learn choreography skills and master the ability to choreograph dance works. Therefore, in the teaching process, teachers need to pay attention to the cultivation of students' dance skills and choreography skills, and to help students master the basic skills and methods. Secondly, the choreography major requires students to have a keen artistic appreciation ability and creative ability. Students need to be sensitive to various forms of artistic expression, as well as have a deep understanding and appreciation of sister art forms such as music, dance and drama. At the same time, students need to have a certain creative ability, and to be able to arrange dance works in line with their own style and style through their own creativity and imagination.

Thirdly, the choreography major requires students to have teamwork spirit and performance ability. When choreographed the dance work, students need to work with other dancers and team members to ensure the quality and effectiveness of the work. At the same time, students need to have the ability to perform, to be able to express the emotional and inner world of the characters through dance, and to create beautiful feelings and emotional experience for the audience. Therefore, the education and teaching of dance choreography major needs to pay attention to the cultivation of students' practical ability and innovation ability. In teaching, teachers should pay attention to practical teaching, and through organizing dance performances, competitions and workshops, students can constantly improve their dance skills and choreography ability in practice. At the same time, teachers should also encourage students to innovate, provide more opportunities and space, so that students can play their creativity and imagination, and arrange dance works in line with their own style and style.

3. Countermeasures for the Construction of Dance Choreography Major under the OBE Concept

3.1 Clear Teaching Objectives

The teaching objectives should be clear and clear, with the knowledge, skills and ability. In the choreography major, the formulation of teaching objectives is particularly important. Teachers should formulate specific and clear teaching objectives according to students' different characteristics and development needs, so as to help students get effective guidance and support in their study. For example, improving students' dance skills is an important goal of the choreographer major. In the process of achieving this goal, teachers need to clarify the teaching objectives, including helping students master basic dance skills and movements, and cultivating students' ability to understand and express different dance styles. In addition, the choreography ability is also a core goal of the choreography major. Students need to learn how to plan, organize and direct dancers to perform and be able to create dance works that fit their own style and style. At the same time, encouraging students' innovative ability is also a very important goal, which requires teachers to provide more opportunities and space, let students to play their imagination and creativity, to create works in line with their own style and style. The formulation of teaching objectives should not only be clear and specific, but also make different Settings for different teaching units. For example, in the unit of learning basic dance skills, teaching objectives may include mastering basic dance skills and movements, while in the unit of learning choreography skills, teaching objectives may include understanding different choreography methods and techniques and being able to use them to create dance works. At the same time, when evaluating students' learning results, teachers also need to develop different evaluation standards according to different teaching objectives and units, so as to more accurately evaluate students' learning results.

3.2 Choose the Teaching Content

Under the OBE concept, the teaching content needs to be flexibly selected and adjusted according to the students' actual needs and ability level. In the choreography major, the teaching content should

choose the content with practical application value, involving dance skills, choreography skills, music appreciation, drama performance and other aspects. At the same time, the teaching content should also be selected according to different teaching objectives to meet the needs of students. For example, in terms of dance skills, the teaching content should include the basic dance skills and movements, as well as the forms of expression of different dance styles. Teachers need to choose appropriate dance courses and teaching methods according to students' skill level and needs, help students master basic skills and methods, and gradually improve their skill level. In terms of choreography skills, the teaching content should include the methods and skills of choreography of dance works, including the sense of rhythm, movement design, dance conception and so on aspects. Teachers need to guide students to improve their ability of writing director through practice, encourage students to innovate, and cultivate students' creativity and independent thinking ability. In terms of music appreciation and drama performance, the teaching content should involve different musical forms and drama performance skills, so that students can have a deep understanding and appreciation of music and drama, and be able to apply them to the choreographer. The teaching content should also pay attention to the cultivation of students' practice and innovation ability, so that students can constantly improve their comprehensive quality and professional ability in practice. Teachers can organize dance performances, competitions and workshops and other activities to allow students to explore and innovate in practice, and improve their comprehensive quality and professional ability.

3.3 Innovate Teaching Methods

In the choreography major, the diversification and innovation of teaching methods are crucial. Teachers can adopt a variety of teaching methods according to the different needs and development levels of students to help students better master the required knowledge and skills. One commonly used teaching method is case teaching, which helps students to understand and apply theoretical knowledge by providing practical cases. In the choreography major, students can be guided to analyze and evaluate different types of original dance works through case teaching, so as to improve students' analysis and evaluation ability. Practical teaching is another effective teaching method. This approach helps students acquire the required knowledge and skills in practice by engaging themselves in practical activities. In the choreography major, practical teaching can include dance rehearsal, choreography and creation, performance and other activities, so as to improve students' practical operation ability and performance level. Flipped classroom is an emerging teaching method, which emphasizes that students learn outside the classroom and practice and explore in the classroom. In the choreography major, the flipped classroom can use online videos, course materials and other ways to allow students to preview the course content, so as to better participate in practical activities in the classroom.

3.4 Strengthen the Form of Activities

Under the OBE concept, it is very important to pay attention to students' practical ability and innovation ability. In the choreography major, students need to have solid dance skills and choreography skills, as well as innovative thinking and practical skills to achieve success in the

professional field. Therefore, a series of measures need to be taken to improve the students' practice and innovation ability. First of all, various forms of activities such as original works exhibition can be held through dance competitions, dance performances and so on. Competition and performance can not only exercise students' performance skills and performance ability, but also encourage students to innovate and put their ideas into practice, so as to improve students' creativity and innovation ability. The exhibition of original works allows students to show their works to more people, thus enhancing their confidence and expression. Secondly, the cultivation of students' practice and innovation ability can be promoted through curriculum design and teaching methods. For example, practical courses can be offered, such as choreography, choreography and directing, so that students can learn and explore in practice and cultivate their practical ability and innovative thinking. At the same time, diversified teaching methods, such as case teaching, practical teaching, teamwork learning, flipped classroom, etc., are adopted to stimulate students' interest and participation, and improve their innovation ability and practical ability.

3.5 Multi-Summary

Under the OBE concept, the evaluation methods should be diversified, because students' learning and growth are multifaceted. In the choreography major, in addition to the traditional examination and homework evaluation, a variety of evaluation methods can also be adopted to fully understand the students' learning results and abilities. Students can summarize and reflect on their own learning through self-evaluation, peer evaluation and teacher evaluation. This evaluation method can not only help students to find their own shortcomings, but also strengthen the interaction and cooperation between students and their peers, and improve students' self-awareness and professional quality. In addition, the adoption of diversified evaluation methods can also help teachers to better understand the students' learning situation and needs, so as to provide more targeted teaching and guidance.

4. Conclusion

The application of OBE concept in the construction of choreography major can not only help students develop in an all-round way and improve their professional quality, but also help schools to improve their teaching quality and professional reputation. In the actual teaching, we need to follow the requirements of OBE concept, combined with the characteristics of the choreography major, from the detailed planning and implementation, from the teaching objectives, teaching content, teaching methods, activity forms, evaluation methods and other aspects. At the same time, it is also necessary to constantly summarize and reflect, and constantly improve and perfect the teaching strategies, so as to improve the quality of education and teaching, and cultivate more high-quality dance choreographer talents with innovative ability and practical ability.

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