



**STUDY ON THE IMPLEMENTATION STATUS AND  
COUNTERMEASURES OF DANCE CLASSES IN HIGHER  
PRESCHOOL EDUCATION: TAKING QUANZHOU LIGHT  
INDUSTRY VOCATIONAL COLLEGE AS AN EXAMPLE**

**JIE LI**

**6317195436**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS  
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS  
SIAM UNIVERSITY**

**2023**



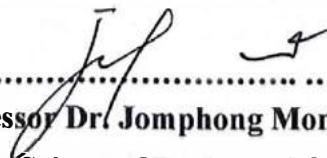
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**JIE LI**

This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
of International Master of Business Administration in International  
Business Management

Advisor:   
.....  
(Dr. Jidapa Chollathanrattanapong )

Date: .....24...../.....Oct...../.....2023.

  
.....  
(Associate Professor Dr. Jomphong Mongkhonvanit)  
Dean, Graduate School of Business Administration

Date .....10...../.....Nov...../.....2023  
Siam University, Bangkok, Thailand

**Title:** Study on the Implementation Status and Countermeasures of Dance Classes in Higher Preschool Education: Taking Quanzhou Light Industry Vocational College as an Example

**By:** Jie Li

**Degree:** Master of Business Administration

**Major:** Education Management

**Advisor:**

..........  
(Dr. Jidapa Chollathanrattanapong)

.....24/.....Oct...../.....2023.....

### ABSTRACT

This paper took Quanzhou Light Industry Vocational College as an example to study the status of dance classes for higher vocational preschool education majors, and put forward two objectives of the study: 1) To analyze the current implementation status of dance curriculum and teaching in the preschool education major at Quanzhou Light Industry Vocational College; 2) To explore the countermeasures to the problems in the dance curriculum and teaching of preschool education majors at Quanzhou Light Industry Vocational College.

This paper mainly adopted the quantitative research method, based on the theory of educational ecology and the theory of ecological curriculum, 520 questionnaires were distributed to the preschool education majors of Quanzhou Light Industry Vocational College, focusing on the current situation of dance teaching.

Upon investigation and research, it was found: 1) After a systematic combing of the dance curriculum and teaching of preschool dance majors, the following problems were found: firstly, lack of initiative in the curriculum; secondly, deviation between the curriculum structure and the construction concept; thirdly, optimization and updating of the curriculum content lagged; fourthly, implementation of the curriculum was restricted and lastly, evaluation of the curriculum was ineffective; 2) The following countermeasures were proposed for the dance program of preschool education at Quanzhou Light Industry Vocational College: firstly, should combine the curriculum and teaching management; secondly, should combine the curriculum structure and theory and practice; thirdly, should combine the curriculum content and cross-disciplines; fourthly, should combine the curriculum implementation and educational technology; lastly, should combine the curriculum evaluation and external environment. Thus, this can further promote the quality of the dance curriculum and instruction in the preschool program

**Keywords:** preschool education major, dance class, course and teaching, educational ecology



## ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor for his invaluable guidance, support, and encouragement throughout my independent study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, the Dean of the Graduate School, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a scholar. Their unwavering support and encouragement have been a source of inspiration and motivation for me.



## Declaration

*I, LI JIE, hereby certify that the work embodied in this independent study entitled “Study on the implementation status and countermeasures of dance classes in higher preschool education: taking Quanzhou Light Industry Vocational College as an example ” is the result of original research and has not been submitted for a higher degree to any other university or institution.*

JIE LI

(JIE LI)

Sept 18, 2023



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# Chapter 1 Introduction

## 1.1 Background of the Study

In the context of the wave of quality education, the community and government departments have been paying more attention to preschool education and have carried out a series of reforms by the requirements of the central government and the Ministry of Education on preschool education, which have led to the growth of the scale of preschool education and the improvement of teaching quality. At the same time, the requirements for preschool teachers are also getting higher and higher, prompting preschool teachers to continuously improve their teaching concepts and methods (Cui, 2021).

Dance education is a very important program in the field of preschool education. For young children, good dance education helps to promote their physical and mental development, mobilize their enthusiasm for movement, physical coordination, ability to master rhythm and rhyme, ability to innovate and breakthrough, enhance their feelings and understanding of life, promote their comprehensive quality, enhance their aesthetic ability and motivation to self-expression, and sense of achievement. The quality and level of early childhood teachers play a pivotal role in promoting the teaching of dance to young children. Therefore, it is meaningful to study the teaching of dance education in preschool education (Guo, 2021).

The study of this topic is also necessary in the context of the integration of educational resources at Quanzhou Light Industry Vocational College. After the reform and opening up, the reform of various industries and undertakings in China has been accelerated, and the reform in the field of education has also been accelerated. The progress of the reform in the optimization and integration of educational resources has also progressed with the times, and this situation is especially prominent after the 21st century (Hu, 2021). In terms of optimizing and integrating the resources of early childhood teacher education, many secondary schools have undergone substantial restructuring, either by upgrading the level of operation or by being abolished or reorganized, so that higher preschool education becomes the mainstay of the future output of early childhood teachers. Take Quanzhou Light Industry Vocational College as an example; it is a full-time specialist general college and has won the honorary title of Model Modern Vocational College in Fujian Province.

The school's preschool education program was established in 2020. After three years of development, the level of talent training and school quality has been qualitatively improved, the talent training model has matured, the level of curriculum construction has been improved, there has been some development in the construction of teachers, the scale of practical training bases has been expanded, and the scale of students is relatively large. Driven by the wave of quality education reform, the college's preschool education program is also constantly carrying out teaching reforms, making

full use of the resources related to quality education reform, constantly improving teaching management concepts, and enhancing teaching hardware construction. But at the same time, it is undeniable that there are still many weak links in the construction of preschool education in the college because of the comprehensive influence of various factors, and there is a certain distance between the college and the requirements of preschool education by the national authorities. , to meet the general expectations of the present society and parents for early childhood dance teaching, and to promote the continuous improvement of the level and quality of early childhood dance teaching (Du, 2016).

## **1.2 Problems of the Study**

In 2010, the State Council of the Party Central Committee promulgated the "Outline of the National Medium- and Long-Term Educational Reform and Development Plan (2010-2020)", which put forward the strategic decision and goal of basically universalizing preschool education; in the "Opinions of the State Council on the Current Development of Preschool Education", it is also clearly stated that preschool education is a relatively weak link in all levels and types of education, and the problem of teachers is the focus of the solution to the problem of preschool education and the key (Chen,2017).

(Zou, 2020) The current situation of the basic dance skills teaching problems is: first, the teaching content is old and not comprehensive enough; second, the teaching method is relatively backward; third, the teaching ability is insufficient; fourth, the lack of teaching research; and fifth, the teachers' concepts of obsolete five aspects. (Li, 2021) pointed out that the lack of a scientific and comprehensive teaching evaluation system in preschool education dance courses, the quality of teaching is a measure of the school's strengths and weaknesses of a standard, the students are the direct recipients of the teaching, student evaluation for teachers to improve the teaching methods, improve the quality of teaching is of great significance. Problems in preschool dance teaching are summarized as one is the serious shortage of teaching facilities, the second is the lack of scientific teaching arrangements, the school's lack of sufficient attention to dance teaching, insufficient attention to the characteristics of the occupation, and the cultivation program and cultivation objectives lack scientific rationality (Shi, 2019). To solve these problems, it is necessary to first understand the reasons for these problems, and change from "the curriculum is fixed, closed and static" to "the curriculum is a flexible, open, dynamic and generative ecosystem". Taking the dance curriculum and teaching of the Quanzhou Light Industry Vocational College preschool education major as an example, Sorting out ecological curriculum concepts from curriculum objectives contents, implementation, and evaluation. Understanding the current situation of students' learning in dance class, which is very important is a step, that provides a prior condition for proposing countermeasures.

Existing studies have paid attention to the arts curriculum and teaching in pre-primary education, but they are not systematic and rational. Few studies have systematically analyzed the change and development of art curriculum and teaching in preschool education from the level of educational ecology and educational culture (Lin, 2022). Even fewer studies recognize and understand the current situation of the curriculum and teaching of preschool education majors from the macro-strategic levels of in-school and out-of-school, teachers and students, management, and teaching. The research on dance curriculum and teaching in preschool education must be based on the localized actual situation in China, analyze the problems of the existing curriculum and teaching system from a more macroscopic and strategic perspective, and try to build a more integrated and adapted curriculum and teaching system for preschool education majors from the perspective of educational ecology.

### **1.3 Objective of the Study**

Dance education, as a social activity that enhances educators' appreciation of and participation in the arts, fully demonstrates. It shows its unique function, which can improve students' aesthetic ability and artistic creativity, cultivate students' sentiments, and Develop students' physical and mental health is an important part of aesthetic education. In the implementation of quality education today, it should be important to regard dance education so that dance education can play an important role in quality education (Meng,2022). Dance teaching is an important part of early childhood teacher training and shoulders the responsibility of developing vocational skills for preschool students, while dance is also a necessary vocational skill for early childhood teachers( Shuai,2019). Therefore, this paper proposes the following research objectives:

1. To Analyze the current implementation status of dance curriculum and teaching in the preschool education major at Quanzhou Light Industry Vocational College;
2. To explore the countermeasures to the problems in the preschool dance program.

### **1.4 Scope of the Study**

This paper centers on the theory of educational ecology, the theory of ecological curriculum view to research the status quo and countermeasures of dance curriculum and teaching of preschool education majors. China Knowledge Network journal papers, China Knowledge Network master's and doctoral theses, China Knowledge Network higher education journals, and other well-known thesis website searches, a total of more than 40 literature searches "preschool dance status quo", "dance class countermeasures", "higher vocational dance class A total of more than forty pieces of literature were searched for "the current situation of preschool dance", "countermeasures of dance class", "dance class in higher vocational education" and related contents to provide a theoretical basis for the research of this paper. The questionnaire survey with Quanzhou Light Industry Vocational College as a sample is divided into two stages, the first stage is a

pre-survey and the second stage is a formal survey. The pre-survey was conducted from October 13 to November 2, 2022. The formal survey was conducted from November 20 to December 10, 2022.

## **1.5 Significance of the Study**

### **1.5.1 Theoretical Significance**

From the theoretical point of view, this research helps to extend and broaden the theoretical requirements of the national education department in preschool education from the perspective of the construction of preschool education in higher education institutions, policy occasion to provide certain theoretical references and theoretical ideas, to provide certain theoretical references for the corresponding research and practice of personnel in the field of preschool education and related fields, and to provide certain theoretical support for promoting the progress of teaching theory in the field of preschool dance teaching in China (Yang, 2021).

Under the guidance of integration and innovation, which has become an important path for current theoretical research, the introduction of innovative theories such as educational ecology and ecological curriculum theory into the study of dance curriculum and teaching further expands the research paradigm and research threshold of dance education theory and enriches the academic direction and theoretical value of dance education research.

### **1.5.2 Practical Significance**

From a practical point of view, the research on this topic helps to promote the full implementation of the relevant system of the Kindergarten Work Regulations, continuously improve the level of dance teaching for young children based on the requirements and concepts of quality education, promote the overall improvement of the overall quality of young children, make dance teaching more suitable for the physical and mental development characteristics of young children, promote the continuous improvement of the level of physical and mental development of young children, and enhance the level of cooperation between home and parents and their ability to raise children. Specifically, it helps to enhance young children's movement performance skills and abilities, improve their aesthetic awareness and aesthetic level of dance and movement, stimulate their love of movement, enhance their artistic expression and creativity level, promote the continuous improvement of the overall level of early childhood teaching, and accelerate the pace of kindergarten education and teaching reform (Hong, 2022).

Preschool education majors in higher vocational colleges and universities face greater reform pressure than other types of majors in aspects related to education and

teaching reform, which is determined by the nature of the profession and social functions (Jin, 2014). This research helps to promote the pace of reform of preschool education majors, enhance the level of education, teaching, and management, continuously improve and perfect the means of education and teaching management, enhance the level and quality of dance teaching, and improve the cultivation standard of professionals with a more scientific and rational approach to teaching management.



## Chapter 2 Literature Review

### 2.1 Introduction

Through sorting out the existing research and relevant national policies, make up for the lack of understanding of the current situation of dance curriculum and teaching in preschool education majors in general colleges and universities at the macro level, to recognize the existing problems more clearly and systematically. Through in-depth investigation and analysis of the first-line teaching site, ability to really get a first-hand look at existing dance programs and instruction, effectively grasp the reality of the dilemmas and challenges faced by the first-line teaching at the micro level, and make theoretical advancement for improving the management methods of dance teaching in preschool education majors and perfecting the evaluation system of dance teaching in preschool education majors.

### 2.2 Literature Reviews

#### 2.2.1 Higher Vocational Education

According to the spirit of the Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Educational Reform and Comprehensively Promoting Quality Education, the Ministry of Education refers to higher specialized education, higher vocational education, and adult higher education as higher vocational and specialized education (Lin, 2015). The Opinions of the Ministry of Education on Strengthening Talent Cultivation in Higher Vocational and Specialized Education pointed out that: "Higher Vocational and Specialized Education is an important part of China's higher education, which, according to the classification of occupation, cultivates higher technical, intellectual, physical, and aesthetic specialists who embrace the basic line of the Party and adapt to the needs of the front line of production, construction, management, and service in the fields of morality, intelligence, physical fitness, and aesthetics, according to the requirements of certain occupations or jobs (clusters). Applied specialists (Yu, 2021).

China's higher vocational colleges and universities take the cultivation of higher technical and applied specialists as their fundamental task, and in terms of talent cultivation specifications, what they cultivate are mainly "technical" and "practical" talents, which are the same as the "scientific" and "practical" talents cultivated by ordinary undergraduate colleges and universities. Science-oriented" and "research-oriented" talents cultivated by ordinary undergraduate colleges and universities are different. Higher vocational education is to cultivate practical talents with good professional ethics and professionalism, necessary basic theoretical knowledge, and strong practical ability. It is a special level of education in the higher education system, and occupational is its biggest characteristic (Ye, 2022).

### **2.2.2 Preschool Education Major**

Preschool Education Major: The preschool education program was established in response to the development and needs of the times, and the program aims to study the developmental patterns of children. Based on the law and the laws of preschool education, promote the all-round development of children and train excellent early childhood teachers and others. Those who work with children. The program focuses on combining theoretical and practical aspects, teaching, and research. The preschool education majors of different levels of universities have different training goals, and the goal of its training at the senior level is to produce early childhood teachers with professional knowledge and a high-quality professional level of preschool education. First of all, students are required to learn basic theories and basic knowledge about preschool education, i.e., pedagogy, psychology, health, pedagogy, and other related professional knowledge, as well as basic training and learning in dance fundamentals, voice, piano, art and other professional skills (Zhang, 2020).

### **2.2.3 Dance Course**

Dance class: Dance courses, which include preschool dance courses, are courses that are offered to enhance the knowledge or ability of dance or other related majors' students or trainees in terms of dance skills, dance theory knowledge, dance research ability, and dance teaching ability by the curriculum standards and requirements of national education departments (Wang, 2022). Compared with dance courses and dance courses of other majors, preschool dance courses have distinctive professional characteristics of preschool education, with characteristics such as professional support, practicality, and strong topicality, and should meet the general requirements of preschool education and early childhood teaching by relevant education departments, and must also meet the specific characteristics and goals of preschool education majors and the contemporary and objective requirements of early childhood teaching (Ye, 2022).

### **2.2.4 Course and Teaching**

Relationship between curriculum and teaching: Synthesizing the basic views on the relationship between curriculum and teaching at home and abroad, the pair concepts of curriculum and teaching are closely related, but there is a certain degree of separation and difference, and the assertion of simply attributing one of the two from different conceptual frameworks to the other sub-system or separating the two diametrically is unscientific. However, although it is very difficult to accurately characterize the relationship between curriculum and instruction, there seems to be a consensus on the following points.

First, curriculum and instruction, while related, are distinct entities. The curriculum emphasizes each student and the scope of his or her learning (knowledge activity or experience) while teaching emphasizes the actions of the teacher (teaching coaching or counseling). Secondly, there is certainly an interdependent intersection between



curriculum and instruction, and this intersection is not merely flat and unidirectional. Third, although curriculum and instruction are entities that can be studied and analyzed separately, each can't operate independently of the other (Li, 2021).

## **2.3 Theory of Reviews**

### **2.3.1 Educational Ecology Theory**

Educational ecology originated in the 1940s and is a cross-discipline between education and ecology. The core of educational ecology is to study the laws of education and human development based on the theories of ecology. Its research goal is to build a harmonious relationship between education and human beings and the development of their internal and external ecological environments around the core issues of ecology, such as environmental adaptation, interpersonal relationships, and ecological balance, and thus promote the development of education and human beings. Modern scholars define educational ecology as "a science that studies the laws and mechanisms of interaction between education and its surrounding environment, researches educational phenomena and their causes, and reveals the development trend and direction of education based on the principles and methods of ecology"(Dun,2019).

The ecological structure embedded in educational ecology mainly contains two levels: one is the macro level, i.e. the whole ecosphere. From the macro level, educational ecology studies the impact of various environmental systems centered on education on human development, to seek the direction of education and educational strategies to cope with the environmental system. Secondly, from the micro level, the microenvironment referred to in educational ecology is narrowed down to the impact of the microenvironment on education and human beings, such as schools, classrooms, seats, and even human beings themselves. For example, teacher-student relationships, family relationships, peer relationships, and one's psychological state all become micro-environmental systems that have an impact on education. In this study, based on the micro-level environmental system of colleges and universities, from the perspective of educational ecology, the author tries to build a dance curriculum and teaching system for preschool education majors that integrates in-depth between on-campus and off-campus, teachers and students, and management and teaching in the context of the new era. With the gradual development of educational ecology, its basic laws and fundamental principles are gradually established and developed. However, due to the late start and short development time, the laws and principles of educational ecology based on the ecological point of view have not yet been fully recognized or explored. The existing four basic principles, such as the law of limiting factor, the law of tolerance and the law of optimum, the principle of educational ecological niche, and the flowerpot effect, are recognized by the majority of scholars(Li,2020).

1.The Law of Limiting Factors: Limiting factors in ecology are factors that limit the development of organisms. The limiting factors in ecology mainly refer to natural factors, but in the field of educational ecology, the limiting factors are often expanded to spiritual and social factors. Limiting factor is a key factor affecting the development of organisms, in the educational ecosystem, even if other ecological factors are in a suitable state, but as long as the limiting factor cannot meet the minimum needs of the development of the individual organisms, the quantity and quality of the development of education will also be significantly limited. The attributes and roles of limiting factors are complex and varied, and they also exist objectively in the educational ecosystem. Educators should fully understand the objective properties and significance of limiting factors, analyze and find out the limiting factors in the process of education and teaching, and take the initiative to exclude the negative impacts and roles of limiting factors, transform limiting factors into non-limiting factors, minimize the impacts of limiting factors on the development of education, and contribute to the better and faster development of education(Zhang,2020).

2.The Law of Tolerance and the Principle of Optimality: In the field of ecology, the law of endurance recognizes that the survival and development of organisms are necessarily dependent on the existence and development of the surrounding environmental system. Changes in the surrounding environmental conditions have a significant impact on the development of organisms. According to the degree of influence of ecological factors on biological systems, categorize them as maximum, minimum, and optimum. There is a limit to the degree of tolerance of organisms to the ecological factors in the environmental system. When the degree of tolerance of organisms to a certain ecological factor exceeds the maximum or minimum of the adaptive range, that is, we often say "too much" or "too little", the development of organisms will be affected, even to the extent of "too little". The development of organisms will be affected and may even lead to their extinction. As for the education system, human development, the core subject of education, also needs to follow the law of tolerance and the principle of optimum, to adjust the ecological factors that may affect human development in education to the optimum as much as possible, to avoid the ecological factors from breaking through the maximum amount or falling below the minimum, which will lead the education to the opposite side. When education is in a state of "optimization", the factors within the education system can be optimally adapted and developed(Hou,2019).

3.The principle of ecological niche in education: The term "ecological niche" originates from the field of ecology and is an important academic term in ecology, as well as the basis for establishing relationships within and outside the ecosystem. Ecological niche determines the position of an organism or a community of organisms in an ecosystem, i.e., different organisms have different ecological niches in an ecosystem based on different criteria. Organisms in the same ecological niche both cooperate and compete with each other. They need to coordinate and cooperate to promote the reproduction and development of the species as well as compete with each

other according to the law of "survival of the fittest". The ultimate goal is to promote the further development of the organism. For the education system, teachers students and students are in different ecological positions due to the influence of traditional education culture and the influence of students' abilities, qualities, personalities, mentality, and other factors, resulting in different ecological positions between teachers and students and students. Educators need to analyze and discover the differences in the ecological status of teachers and students, and construct an educational ecological pattern of "student-centered" and "teacher-led". At the same time, it is also necessary to establish coordinated cooperation and healthy competition among students through appropriate guidance, so that students in different ecological positions can have reasonable and moderate development(Li,2009).

4. Flowerpot effect: In the field of ecology, the "flowerpot effect" is also called the "local habitat effect", which mainly refers to the growth and development of individual organisms or biological communities in an unnatural, semi-enclosed ecological environment. The semi-natural environment created by human beings causes the ecological threshold of organisms growing in flower pots to decrease, thus narrowing the ecological range and decreasing the ecological value. As a result, the organisms in the flowerpot lose their ability to survive once they leave the artificially created ecological conditions. In short, the "flowerpot effect" is what we often refer to as "flowers growing in a greenhouse". As far as the education system is concerned, educators should pay full attention to the negative impact of the "flowerpot effect". In education and teaching, they should try to avoid using a single, backward educational method to impart knowledge to students in a closed classroom; instead, they should place the classroom and teaching in a broad social and ecological environment, create an open educational ecosystem, and further enhance students' ability to adapt to the development of society and their qualities, to promote students' all-round and sustainable development(Zhang,2020).

### **2.3.2 Ecological Curriculum Perspective Theory**

The foundation of the Ecological Curriculum Perspective is the examination of issues related to curriculum and instruction from an ecological academic perspective. The ecological approach to curriculum requires the application of ecological worldviews, values, epistemologies, and methodologies. The ecological point of view is that the relationship between organisms and the environment is a relationship of mutual influence and mutual constraints, in which the development of any one factor will affect the development of other individual factors and the transformation of the relationship. At the same time, the dynamic movement process formed by the relationship between the factors, which is both homogeneous and competitive, realizes the balance and coordination of the system and becomes the driving force for the sustainable development of the ecosystem. Using the systemic view of ecology, the different combines and relationships formed by organisms and environmental factors in an environmental system will produce different overall effects. The ecological view

advocates emphasizing the value of natural life, wholeness, balance, and sustainable development. In essence, ecology has the principles of wholeness, relevance, balance, and sustainability(Wu,2021).

The modern transformation of the view of the nature of knowledge is accompanied by an inevitable change in the view of the nature of the curriculum. From "the curriculum is fixed, closed and unchanging" to "the curriculum is a flexible, open, dynamic and generative ecosystem" (Liu, 2005). The following points can be summarized from the structure, setting, content, implementation, and evaluation of the curriculum:

1. The ecological curriculum view of the curriculum structure: to focus on the combine of theory and practice, teaching theory and practice of anyone too many will affect the ecological balance of the curriculum. For the preschool education major dance course teaching, should also follow this principle, to realize the integration of curriculum theory and teaching practice development(Liu, 2005).

2. The ecological view of the curriculum: not only to focus on cultivating students' learning and development ability and level, at the same time, students should also be placed in the ecosystem as a whole to be considered, pay attention to the relationship between the students and the environment, and cultivate their ability to have sustained development, comprehensive development, comprehensive development, and creative development. In the setting of curriculum objectives, should be committed to the unification of autonomy, sociality, and naturalness, to achieve a harmonious symbiosis between students and the natural and social environments(Li, 2009).

3. The ecological curriculum view of the curriculum content: The curriculum content is based on the formulation of the curriculum objectives, so based on the ecological curriculum view of the curriculum objectives, the curriculum content should be characterized as holistic and rich. The so-called wholeness is that the ecological curriculum content should not be limited, but should promote the students' sustainable development as the goal, to form a multidisciplinary integration of the overall curriculum system; richness refers to the content of the curriculum to break through the closed limitations, in the course of the content of the curriculum to take the initiative to absorb the social culture, natural culture, so that the curriculum resources in the interaction with the main body of teaching and learning in the process of continuous generation(Su, 2015).

4. Curriculum implementation of the ecological view of the curriculum: the implementation of the curriculum is to accomplish the objectives of the curriculum, therefore, the principles of curriculum implementation based on the objectives of the ecological view of the curriculum are based on the formation of the teaching process of mutual influence and common development between teachers and students and curriculum resources. In the process of curriculum implementation, the eco-curriculum concept advocates giving full consideration to the interrelationships between the internal

and external elements of the education system, focusing on the context and process of curriculum implementation, caring for the differences and personalities of students, and taking harmony, equality, and interaction as the main principles, to build up a harmonious relationship between the elements of the education system such as teachers and students, students and students, teachers and parents, and parents and students, and to promote the harmonious development of the students' bodies and minds. The main principle is harmony equality, and interaction(Wang, 2016).

5. Curriculum evaluation of the ecological view of the curriculum: The ecological view of the curriculum advocates that curriculum evaluation should avoid competitive and hierarchical evaluation goals, and should start from the level of paying attention to the inner world and spiritual needs of students, setting up diversified evaluation subjects and evaluation methods, and striving for evaluation and objective standards, as well as natural truthfulness and respect for individuality(Gao, 2006).

It can be seen that the ecological view of the curriculum is a curriculum concept based on the ecological point of view, systematic, holistic, harmonious, sustainable, and so on is the ecological view of the curriculum formed by the salient features. As a curriculum idea that uses ecological wisdom to implement teaching and learning, the ecological curriculum concept is an important inspiration for the construction of a new ecological system of education for dance curriculum and teaching preschool education majors in the new era mentioned in this study.

## **2.4 Research Relevant**

The domestic research is mainly reflected in the following aspects.

In terms of dance teaching for preschool education majors in higher vocational colleges, Zhang (2002) pointed out in Introduction to the Art of New Dance that, with the continuous development of society, the concepts of related industries are also changing, and the concept of new dance has also arisen, that is, the concept of promoting innovative and personalized dance expressions and dance concepts. In terms of dance teaching, the concept of new dance has gradually been recognized in a certain range and has a certain application in teaching practice, which has a greater impact on certain teaching concepts and deserves the attention of the teaching staff of preschool education majors.

Wang (2021) pointed out in "Exploration of dance curriculum for higher vocational college preschool majors" that with the continuous advancement of the wave of basic education reform, the education curriculum at the university level must also be reformed accordingly, or else it will not be able to keep up with the development of the situation. For the reform of dance course for preschool majors in higher vocational colleges, it is necessary to focus on the following aspects: in determining the objectives of the course,

the scientific concept must be upheld; in setting the course, on the one hand, it should be based on the requirements of the relevant syllabus, and on the other hand, it should be based on the specific conditions of students; in the construction of the course module, it should be based on the successful experience and the scientific law of teaching and learning, and it should be based on the succinct model to start Build a complex model step by step; In terms of teaching content setting, firstly, it should be in strict accordance with the requirements of the relevant national syllabus, secondly, it should be divided into the key points and difficulties of the teaching content, and once again, it can be expanded moderately, but it must be observed at any time to make adjustments at any time according to the acceptance of the students.

Wang (2020) pointed out in "Research on Diversified Teaching Methods in Higher Vocational Dance Teaching" that the scientific nature of teaching methods is highly related to the scientific nature of teaching objectives, therefore, teachers of higher vocational dance teaching must be based on the scientific teaching objectives, set the corresponding teaching methods, and be able to fully adapt to the specific conditions of the students, so that they can effectively enhance the students' learning ability and vocational qualities, and change the current problem of monotonous teaching methods in higher vocational dance. Dance teaching methods are too monotonous.

In the dance teaching management of preschool education majors, Zhao & He (2019) in "Educational Management pointed out that the educational management of colleges and universities is a theoretical and systematic work, educational management workers should strive to improve theoretical training, actively learn from the domestic and foreign excellent college education management work worthy of advanced experience, combined with the specific conditions of the work, targeted to find shortcomings, and actively improve the way of teaching management, enhance the level of teaching management.

The research in other countries mainly includes the following aspects:

In many developed countries in Europe and the United States, as early as in the 6th and 70th centuries, they have attached great importance to dance teaching in preschool education, and the government and the relevant forces in society have invested a lot of human, material and financial support for dance teaching in pre-school education, which has strongly pushed forward the improvement of the level of dance teaching in pre-school education. Laws, Kenneth pointed out in his research that the emphasis on preschool dance teaching in colleges and universities as well as the teaching methods and modes have developed into social education and training in a relatively short period, which not only effectively improves the working ability and teaching level of the relevant practitioners, but also improves their social status. For example, in Ontario, Canada, even if staff members engaged in child care do not have any experience in university education, as long as they have participated in the corresponding social training, they can enter the ranks of educators and enjoy the corresponding rights.

Obviously, under such an education system, can fully stimulate the enthusiasm of the whole society to participate in early childhood education, effectively promote the research of preschool dance teaching, and constantly enrich the research results in this area.

Nowadays, in developed countries in Europe and the United States, many places have built institutions specifically for guiding and researching preschool dance teaching, not only facing schools, training courses, and other educational institutions, but also facing all the social individuals interested in the relevant dances, thus effectively stimulating the enthusiasm of the whole society to participate in dance activities on their own initiative, and enriching the research results of dance teaching continuously. In these countries, various organizations and associations dedicated to dance teaching and learning activities have been established in schools at all levels, effectively stimulating the enthusiasm of school personnel to participate in dance activities and dance academic research, and promoting the improvement of the level of dance activities and dance academic research academic research level.

To summarize, experts and scholars at home and abroad have conducted extensive research on dance teaching in preschool education in higher vocational colleges and universities from different perspectives, and the theoretical achievements have become increasingly rich, which has provided strong theoretical support for the study of this topic. However, few studies have systematically combed the change and development of art curriculum and teaching in preschool education from the level of educational ecology and educational culture, and most of the studies are based on the collation of literature and theoretical discourse, which can only see the appearance of the problem and cannot touch the essence of the problem. This study will take this as an entry point, take the dance curriculum and teaching of preschool education as an example, and try to build a more integrated and adapted curriculum and teaching system of preschool education from the perspective of educational ecology.

## 2.5 Conceptual Framework

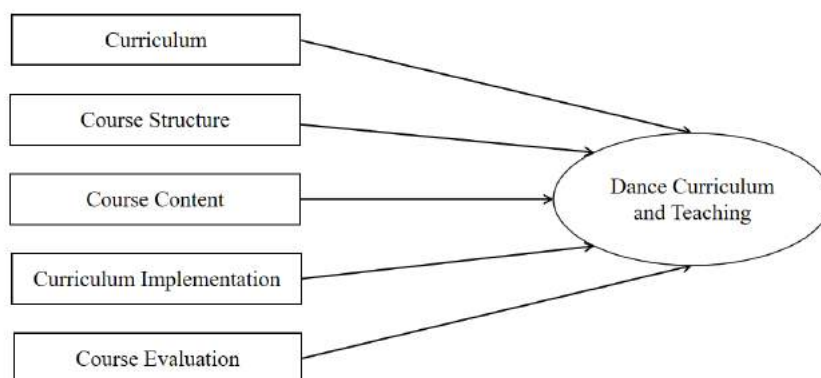


Figure 2. 1 Conceptual Framework

## **Chapter 3 Methodology of the Study**

### **3.1 Introduction**

The research of this paper adopts the quantitative method, using questionnaires in the research process, focusing on both theoretical research and empirical analysis for the analysis and research of the paper. Through a literature review of the curriculum of the ecological curriculum view, the curriculum structure of the ecological curriculum view, the curriculum content of the ecological curriculum view, the curriculum implementation of the ecological curriculum view, and the curriculum evaluation of the ecological curriculum view mentioned in the theory of the ecological curriculum view, the questionnaire content of this study was designed to provide a more in-depth and scientific understanding and mastery of the current situation of the preschool education major's dance curriculum and teaching from the quantitative point of view.

### **3.2 Sampling and Sample Size**

In this paper, Quanzhou Light Industry Vocational College preschool education majors as the research object, the sample determination is divided into random sampling and purposive whole group sampling, and a total of 520 questionnaires were distributed to the students of preschool education major in Quanzhou Light Industry Vocational College.

### **3.3 Design of the Questionnaire**

The first part of the questionnaire mainly examines the basic situation of school students, according to the designed questions and answers, using descriptive statistics in the form of percentages can better present the current situation.

The rest of the questionnaire centers on the curriculum, course structure, course content, course implementation, and course evaluation of the preschool education dance program.

The questionnaire was designed using the "Likert scale" form of measurement. There are five options for each statement in the 5-level scale, namely, "very inconsistent", "inconsistent", "unclear", "consistent" and "very consistent", which were recorded into SPSS software as a score of 1, 2, 3, 4, and 5, respectively. Measurement calculations were generally done with 3 in the middle, with greater than 3 being a higher degree of compliance and less than 3 being a lower degree of compliance. The use of the combined means provides a better measure of the overall situation and attitudes of the students enrolled in the preschool program toward the dance curriculum and instruction.



Table 3. 1 Questionnaire Design Form

Dimension	Contents
Basic information	Your gender
	The grade level you are currently enrolled in is
	How long did you study dance before entering college
Courses settings	The dance courses offered by the college are highly specialized
	The dance program offered by the college will help me in my future career
	Dance lessons enhance and stimulate my learning.
	The dance program will enhance my teaching practice after employment
	The dance program will enhance my ability to be creative in teaching after employment
	Satisfied with the dance curriculum offered at their college
Course structure	The sequence of dance courses offered in different semesters is reasonable and appropriate
	Dance class hours are a reasonable percentage of all course hours in the program
	Appropriate proportion of credits for dance courses
	Good articulation between the dance courses offered by the College
	A well-structured ratio of theoretical and practical components of the dance curriculum
Course content	Dance program content can incorporate cutting-edge knowledge of the discipline
	Dance course content can be updated and optimized promptly
	High correlation and relevance to other preschool professional subject knowledge
	The content of the dance program has enhanced my aesthetics
	The content of the dance program includes "beauty and morality" and focuses on the development of my professional responsibility
	The content of the dance program can achieve the training goal of students "being able to teach" and "being able to teach"
Course implementation	The dance program is highly inspiring
	Dance courses have more interactive sessions
	Use of modern information technology tools (multimedia, catechism, flipped classroom, etc.) in the implementation of dance teaching.

	The dance program focuses on both in-class learning and out-of-class practice
	The content and mode of assessment of dance courses are reasonable
	Teaching facilities can meet the requirements of teaching and learning
Course evaluations	Schools and colleges have systems and activities for curriculum evaluation
	Evaluation of the teaching and learning process is included in the evaluation activities of the curriculum
	Course evaluation activities include evaluation of teaching effectiveness
	Ability to provide timely feedback on the results of process evaluations
	Problems with course evaluation results can be effectively addressed
	Teaching evaluations given by students to teachers can enhance learning outcomes

### 3.4 Data Collection

The distribution and retrieval of questionnaires were managed more strictly in this survey. Using the Questionnaire Star platform and online distribution, a total of 520 questionnaires were distributed, 502 questionnaires were retrieved, and 489 valid questionnaires were retained, with a validity rate of 97.4%, as shown in Table 3.2.

Table 3. 2 Statistical table of questionnaire distribution and recovery of current students

Issue questionnaires	Take back the questionnaire	Recall rate	Effective questionnaire	Effective Percentage
520	502	96.5%	489	97.4%

### 3.5 Data Analysis

After the questionnaires were verified, this study utilized SPSS for data entry and administration, and the data were imported into SPSS for statistical analysis.

### 3.6 Reliability and validity analysis of the scale

Reliability is whether the results of a test study can reflect the solid and consistent true characteristics of the respondents, and consists of reliability and validity. The larger the coefficient in the measurement criteria, the greater the reliability of the measurement. In general, a reliability coefficient of 0.60-0.65 is considered good, and a validity coefficient of 0.80-0.90 is considered very good.

Table 3. 3 Questionnaire reliability statistics

Reliability stats	
Cronbach's Alpha	Item Count
0.902	29

Table 3. 4 Scale of questionnaire validity statistics

KMO and Bartlett's test		
The Kaiser-Meyer-Olkin measure of sampling adequacy		0.884
Bartlett's test of sphericity	approximate chi-square (math.)	4502.727
	Df	406
	Sig.	0.000

According to Table 3.3 and Table 3.4: the reliability of the questionnaire is 0.902) 0.60, which indicates that the reliability is very good, and the exploratory factor analysis shows that the KMO value is 0.884, which indicates that there is a common factor between the topics within the questionnaire.

## Chapter 4 Finding

### 4.1 Introduction

Through the use of quantitative research methods, the five dimensions of the division of curriculum and teaching in the theory of ecological curriculum view were analyzed. The analysis was summarized as follows: the current status of curriculum; the current status of curriculum structure; the current status of curriculum content; the current status of curriculum implementation; and the current status of curriculum evaluation.

First, the basic situation of the survey respondents is analyzed in the following table:

Table4. 1 Statistics on gender ratio of students

sex	number of people	proportions
male	23	4.7%
female	465	95.3%
consider	488	100%

Table4. 2 Student Grade Level Statistics

grade	number of people	proportions
first-year university student	226	46.4%
second-year university student	262	53.6%
consider	488	100%

Table4. 3 Statistics of time spent learning dance before joining the school

	number of people	proportions
never before learned	350	71.7%
half a year	41	8.4%
1-2 years	25	11.1%
2-3 years	54	2.7%
more than 3 years	30	6.1%

This can be seen in Tables 4.1, 4.2 and 4.3: (1) In terms of gender statistics, there is a big gap between the proportion of male and female students in preschool education majors, in terms of the overall number of students, male students accounted for 4.7% of the total number of students, and female students accounted for 95.3% of the total

number of students; (2) in terms of the statistics of the student's grades, the proportion of students surveyed from the freshman year was 46.4%, and the proportion of sophomores was 53.6%, which is more balanced; (3) in terms of the time students learned dance before entering school, 71.7% of students had never learned dance, and the vast majority of students had no contact with formal dance training before entering school.

## 4.2 Current status of the curriculum

Table4. 4 Statistics of Mean Values for Evaluation of Current Status of Curriculum Development

variant	number of people	average value	standard deviation	minimum value	maximum values
The dance courses offered by the college are highly specialized	489	3.69	0.887	1.00	5.00
The dance program offered by the college will help me in my future career	489	3.57	0.896	1.00	5.00
Dance lessons enhance and stimulate my learning.	488	3.42	1.084	1.00	5.00
The dance program will enhance my teaching practice after employment	487	3.73	0.853	1.00	5.00
The dance program will enhance my ability to be creative in teaching after employment	483	3.54	0.906	1.00	5.00
Satisfied with the dance curriculum offered at their college	489	3.44	1.060	1.00	5.00

As shown in Table 4.4, a total of 502 preschool students participated in the survey, and 489 valid questionnaires were retained, with the selected areas ranging from "very much not in line" to "very much in line", with a very small mean of 1 and a large mean of 5 for each dimension; The mean values for the various topics related to the current state of the curriculum ranged from 3.42 to 3.73. Among them, the mean value of those who think that the dance courses offered by the college have strong professionalism is 3.69; the mean value of those who think that the dance courses offered by the college are very helpful for future employment is 3.57; the mean value of those who think that the dance courses offered by the college can improve and stimulate the interest in learning is 3.42; the mean value of those who think that the dance courses can enhance the practical ability to teach after employment is 3.73; the mean value of those who think

that the dance courses can enhance The mean value of satisfaction with the dance courses offered by their colleges is 3.44.

From the survey results, it can be seen that: (1) most of the students recognize that the dance courses offered by the college have strong professionalism and that studying dance courses is helpful for students' future employment, and they say that they can improve their teaching practice ability after employment; (2) the student's recognition of the dance courses offered by the college in terms of stimulating their learning interests and improving their teaching innovation ability after employment is relatively low.

### 4.3 Current status of course structure

Table4. 5 Statistics of the mean value of the evaluation of the current state of the curriculum structure

variant	number of people	average value	standard deviation	minimum value	maximum values
The sequence of dance courses offered in different semesters is reasonable and appropriate	487	3.44	1.042	1.00	5.00
Dance class hours are a reasonable percentage of all course hours in the program	487	3.53	1.032	1.00	5.00
Appropriate proportion of credits for dance courses	487	3.76	0.816	1.00	5.00
Good articulation between the dance courses offered by the College	485	3.34	1.057	1.00	5.00
A well-structured ratio of theoretical and practical components of the dance curriculum	489	3.13	1.107	1.00	5.00

As shown in Table 4.5, a total of 502 preschool students participated in the survey and 489 valid questionnaires were retained, with the selected areas ranging from "very much not in line" to "very much in line", with a very small mean of 1 and a very large mean of 5 for each dimension; the mean values for each topic covered in the current status of the curriculum structure range from 3.13 to 3.76. Mean values for each of the topics covered by the current state of the course structure ranged from 3.13 to 3.76. Among them, students think that the sequence of dance courses offered in different semesters is reasonable and appropriate with a mean value of 3.44; they think that the proportion of dance course hours among all courses in the major is reasonable with a

mean value of 3.53; they think that the proportion of credit hours for dance courses is appropriate with a mean value of 3.76; they think that there is a good articulation between dance courses offered by the college with a mean value of 3.34; and they think that the ratio of theoretical and practical theories in the dance courses is reasonable with a mean value of 3.13. ratio is reasonable with a mean value of 3.13.

From the survey results, it can be seen that: (1) students are generally satisfied with the proportion of credits; (2) students think that there are some problems with the structural reasonableness of the proportion of dance course hours among all courses in the major and the reasonableness of the sequence of the dance courses in different semesters; (3) there is a big discrepancy between the structural reasonableness of the proportion of theoretical and practical parts of the dance courses and the expectations of the students.

#### 4.4 Current status of course content

Table4. 6 Mean statistics for the current status of course content

variant	number of people	average value	standard deviation	minimum value	maximum values
Dance program content can incorporate cutting-edge knowledge of the discipline	489	3.22	1.000	1.00	5.00
Dance course content can be updated and optimized in a timely manner	487	3.19	0.998	1.00	5.00
High correlation and relevance to other preschool professional subject knowledge	488	3.25	1.083	1.00	5.00
The content of the dance program has enhanced my aesthetics	488	3.72	0.994	1.00	5.00
The content of the dance program includes "beauty and morality" and focuses on the development of my professional responsibility	488	3.64	1.030	1.00	5.00
The content of the dance program is able to achieve the training goal of students "being able to teach" and "being able to teach"	489	3.37	1.075	1.00	5.00

As shown in Table 4.6, a total of 502 preschool students participated in the survey and 489 valid questionnaires were retained, with the selected areas ranging from "very much not in line" to "very much in line", with a very small mean of 1 and a very large mean of 5 for each of the dimensions; The mean values for the various topics related to the current status of course content ranged from 3.19 to 3.729. Among them, the mean value of considering that the content of the dance curriculum can be combined with the knowledge at the forefront of the discipline is 3.22; the mean value of considering that the content of the dance curriculum can be updated and optimized in time is 3.19; the mean value of considering that the content of the dance curriculum has a high degree of association and relevance with the knowledge of other pre-school education majors is 3.25; the mean value of considering that the content of the dance curriculum enhances the students' aesthetics is 3.72; and the mean value of considering that the content of the dance curriculum contains the following elements "The mean value is 3.64; the mean value is 3.64; the mean value is 3.37; and the mean value is 3.37. It is believed that the content of the dance curriculum can realize the cultivation goal of "being able to teach" and "being able to teach" of students. The mean value is 3.37.

From the survey results, it can be seen that: (1) the content of the dance courses has a high degree of recognition in enhancing students' aesthetics as well as cultivating their professional beliefs and professional responsibilities; (2) the recognition of the content of the dance courses in realizing the cultivation goal of students' "being able to teach" and "being able to teach" is low (3) The content of the dance course can be combined with the cutting-edge knowledge of the discipline, can be updated and optimized in a timely manner, and has a high degree of relevance and correlation with the knowledge of other preschool education disciplines, etc. The content of the dance course has a high degree of acceptance in enhancing students' professional beliefs and professional responsibility.

#### 4.5 Status of curriculum implementation

Table4. 7 Mean Statistics of Students' Current Status of Curriculum Implementation

variant	number of people	average value	standard deviation	minimum value	maximum values
The dance program is highly inspiring	487	3.55	1.001	1.00	5.00
Dance courses have more interactive sessions	489	3.72	1.020	1.00	5.00
Use of modern information technology tools (multimedia, catechism, flipped classroom, etc.) in	489	3.06	1.303	1.00	5.00



the implementation of dance teaching.					
Dance program focuses on both in-class learning and out-of-class practice	485	3.85	0.998	1.00	5.00
The content and mode of assessment of dance courses are reasonable	488	3.95	0.750	1.00	5.00
Teaching facilities are able to meet the requirements of teaching and learning	488	3.19	1.192	1.00	5.00

As shown in Table 4.7, a total of 502 preschool students participated in the survey and 489 valid questionnaires were retained, with the selected areas ranging from "very much not in line" to "very much in line", with a very small mean of 1 and a very large mean of 5 for each dimension; Mean values for each of the questions related to the current status of program implementation ranged from 3.06 to 3.95. Among them, the mean value of students' opinion that the dance course is highly inspiring is 3.55; the mean value of students' opinion that the dance course has more interactive links is 3.72; the mean value of students' opinion that modern information technology means (multimedia, catechism, flipped classroom, etc.) are used in the process of dance teaching is 3.06; the mean value of students' opinion that the dance course emphasizes both in-class learning and out-of-class practice is 3.85; and the mean value of students' opinion that the content and method of assessment of the dance course are reasonable is 3.85. The mean value is 3.95; the mean value is 3.37; the mean value is 3.37 that the teaching facilities can meet the teaching requirements.

From the results of the survey, can see that: (1) students generally believe that the dance course is reasonable in emphasizing both in-class learning and out-of-class practice, and the course assessment content and methods are reasonable; (2) the dance course is more inspiring and has more interactive links, and there is still room for improvement; (3) the mean results show that there is more lack of modern information technology means in the teaching facilities to satisfy the teaching requirements, and the use of modern information technology means in the process of teaching and learning. modern information technology tools in the process of teaching implementation.

#### 4.6 Status of course evaluation

Table4. 8 Mean statistics for the current status of course evaluations

variant	number of people	average value	standard deviation	minimum value	maximum values
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Schools and colleges have systems and activities for curriculum evaluation	488	3.58	0.971	1.00	5.00
Evaluation of the teaching and learning process is included in the evaluation activities of the curriculum	487	3.74	0.928	1.00	5.00
Course evaluation activities include evaluation of teaching effectiveness	488	3.77	0.898	1.00	5.00
Ability to provide timely feedback on the results of process evaluations	488	3.43	1.039	1.00	5.00
Problems with course evaluation results can be effectively addressed	488	3.25	1.068	1.00	5.00
Teaching evaluations given by students to teachers can enhance learning outcomes	489	3.65	0.948	1.00	5.00

As shown in Table 4.8, a total of 502 preschool students participated in the survey, and 489 valid questionnaires were retained, with the selected areas ranging from "very much not in line with" to "very much in line with", and very small mean value of each dimension is 1, and the very large mean value is 5; Mean values for each of the topics covered by the current status, of course, evaluations ranged from 3.25 to 3.77. Among them, the mean value of students' belief that there are systems and activities for course evaluation in schools and colleges is 3.58; the mean value of their belief that there is evaluation of teaching process in course evaluation activities is 3.74; the mean value of their belief that there is evaluation of teaching effectiveness in course evaluation activities is 3.77; the mean value of their belief that the results of the process evaluation can be fed back in a timely manner is 3.43; the mean value of their belief that problems in the results of the course evaluation can be solved effectively is 3.25; The mean value of believing that the teaching evaluation given by students to teachers can improve the learning effect is 3.65.

From the results of the survey, it can be seen that: (1) the college has a system and activities for course evaluation, there is process evaluation in course evaluation activities, and there is evaluation of the effect of the three questions has a higher mean value, which means that the effect is better; (2) from the results of the mean values, it can be seen that the results of the course process evaluation are not able to give feedback in time and that the problems cannot be solved effectively.

## **Chapter 5 Conclusion and Recommendation**

### **5.1 Conclusion**

The study of the current situation and problems of the dance class for preschool education majors in Quanzhou Light Industry Vocational College fully demonstrates that, although the construction of the dance class for preschool education majors in higher vocational education is in constant progress, a series of prominent problems exist, such as the lack of initiative in curriculum setting; the deviation between the curriculum structure and the construction concept; the lagging behind in the optimization and updating of the curriculum content; the restriction of the implementation of the curriculum; and the poor effect of the curriculum evaluation. The problems in these five aspects are as follows.

How to solve the above problems and further promote the benign, coordinated, and sustainable development of dance curriculum and teaching in preschool education majors. This study exploratively takes the theory of educational ecology as the core concept of the study and proposes five countermeasures to promote the innovative and coordinated development of dance curricula and teaching in higher vocational preschool education majors.

#### **5.1.1 current situation of dance class in preschool education program of Quanzhou Light Industry Vocational College**

##### **5.1.1.1 Lack of initiative in the curriculum**

From the questionnaire survey, it is known that the student's recognition and satisfaction of the dance curriculum are still not high, and the dance curriculum set up by the college is less recognized in terms of stimulating the learning interest and enhancing the teaching innovation ability after employment.

It can be seen that the dance course curriculum of preschool education majors should make further thinking on the scientific rationality of credits and credit hours. The curriculum should not only meet the requirements of national policies and cultivation goals, but also grasp the proportion of scientific curriculum from the system as a whole; at the same time, it should also fully stimulate teachers and students to participate in the initiative and enthusiasm of the curriculum, and take the demands of teachers and students for the curriculum as an important basis, to further promote the teachers to carry out teaching and the students to master solid skills step by step.

##### **5.1.1.2 Deviation between the structure of the curriculum and the concept of construction**

Dance course as an applied, skillful, and practical course, how should the proportion of theoretical courses and practical courses be divided in the curriculum

structure setting of preschool education majors? Through the questionnaire survey, it can be seen that the degree of conformity and the degree of recognition for the reasonable setting of the ratio of theoretical courses to practical courses are low. As a dance course for preschool education majors, cutting-edge professional knowledge of the discipline and knowledge of early childhood education should be appropriately introduced as the theoretical basis of dance course learning. However, it faces some practical problems and difficulties in the process of practice. In addition, the dance classroom is not equipped with corresponding multimedia equipment, so if teachers want to teach the theoretical basics of dance culture and other theoretical basics, they need to go to the classroom equipped with multimedia equipment to complete the process, which increases the difficulty of teaching.

It can be seen that the dance course structure of preschool education majors should be fully based on the core of knowledge composition, and the course structure according to the basic idea that the core courses such as physical training, early childhood dance, and choreography are the foundation, and folk dance and classical dance are the elective courses. However, in the process of application, the structure ratio of compulsory courses and elective courses should be continuously optimized according to the actual application needs of students, and at the same time, focusing on the needs of students for theoretical learning of dance courses, balancing the structure ratio of theoretical courses and practical courses.

### **5.1.1.3 Optimization and updating of course content lags behind**

Course content is an important means to achieve teaching objectives. Course content mainly includes two parts: the selection of content and the organization of content. Through the survey, it is found that the aesthetic education function of dance courses has a high degree of recognition.

However, there is a problem of lagging in the optimization and updating of course content in the selection and organization of course content. From the results of the student questionnaire survey, it can be seen that the degree of compliance with the timely updating and optimization of teaching content is low. The main reason is that the teaching process does not appropriately introduce the cutting-edge knowledge of the discipline, the basic knowledge of the specialty, and the specific teaching cases with the background of the real era, which leads students to believe that the timeliness of the course content needs to be further enhanced. As a result, there is still much room for improvement in stimulating students' interest in learning, expanding students' knowledge, and realizing students' skills of "being able to teach" and "being able to teach".

It can be seen that the selection and organization of dance course content for preschool education majors should be based on the principles of scientific and systematic. In the selection of course content, aesthetic education should be taken as the important

content of dance course education and should be fully combined with the cutting-edge knowledge of the discipline with timeliness and actual cases, to expand the knowledge field and innovation ability of students. At the same time, should take the appropriate dance teaching materials for preschool education as a reference, choose systematic course content for teaching, and avoid the discrete nature of the course content.

#### **5.1.1.4 Curriculum implementation is limited**

Curriculum implementation is the process of applying the curriculum plan to practice, and it is an effective means of realizing the expected teaching and learning effects. Curriculum implementation is a dynamic process, and the focus of the effectiveness of implementation is the various factors affecting the practice process. Condition guarantee is the effective support of curriculum implementation. The research reflects that the preschool education program has very limited financial security for the dance course and insufficient attention and investment in the construction of the basic conditions of the dance gong hall.

From the results of the research, it can be seen that students generally believe that the use of modern information teaching in teaching has a certain degree of necessity, but in the practical application, still face many obstacles. First, it is limited by hardware conditions, from the research school teaching hardware facilities, are at the level of basic to meet the needs of teaching. Secondly, due to the traditional teaching concepts and teaching mode of the dance course, the school has not advocated the development of informatization teaching of the dance course.

It can be seen that the implementation of dance curriculum and teaching in preschool education should fully consider the balance and coordination of various influencing factors. In the teaching mode, teaching methods, teaching hardware and software facilities construction, and faculty construction should be "student-centered", to give full support and protection. It is not only necessary to continuously optimize the teaching mode and means to ensure the realization of the teaching effect, but also to ensure the good effect of the implementation of the curriculum with high-quality teaching guarantee.

#### **5.1.1.5 Ineffective Curriculum Evaluation**

Curriculum evaluation is a scientific method to test the effect of curriculum design, to determine whether the curriculum objectives and implementation of the curriculum have achieved the educational purpose, and to provide a basis for decision-making to improve the curriculum. As a skill-based and practice-oriented course, the dance course of preschool education majors has certain special characteristics in its evaluation.

From the analysis of the results of the research, the school has a special course evaluation system, students can through the online evaluation of the way to the course for a relatively objective evaluation, but the use of this mode of course evaluation, the

effect is not satisfactory, one of the students for the course evaluation is often to cope with the matter, did not put forward a practical, targeted, operable opinions and suggestions. Thus, the cycle of repetition, making the evaluation system vacant, has become a "decoration". Secondly, the teacher's evaluation of students' teaching is often focused on the final exam but ignores the teaching process evaluation. Students lack an understanding of the specific standards and structure of teaching evaluation, which leads them to doubt the rationality of the evaluation standards and the perfection of the evaluation structure. Thirdly, the evaluation standards of dance courses have certain specificity, but there is a lack of evaluation standards specifically for dance courses, or the standards are generalized and arbitrary, which have become outstanding problems in the evaluation of dance courses for preschool education majors.

Thus, the evaluation of dance courses in preschool education should take science as the important core standard. To address the specificity of the dance course, should formulate the course evaluation standards that are suitable for it. At the same time, in the process of teaching evaluation, it is important to pay attention to the importance of course evaluation and result evaluation. On this basis, it is necessary to inform the teachers and students of the curriculum evaluation standards and teaching evaluation standards, so that the dance course evaluation can guide teachers to improve the curriculum, and the teaching evaluation can realistically measure the students' skill level.

## **5.1.2 Countermeasures**

### **5.1.2.1 Combine of curriculum and teaching management**

Teaching management is one of the more important factors in the educational ecological environment, under the background of China's current educational culture and educational management system, the concept of educational management often affects the application of the curriculum and teaching effectiveness. Especially in the curriculum, the introduction and equipment of teachers, the training and management of the educational team, and the construction of the teaching hardware environment have a strong influence. According to the "limiting factor theory" in the concept of educational ecology, when a factor in the system fails to reach the minimum amount of biological effects, even if the other factors are appropriate, it is still unavoidable that the entire ecosystem is unsound. From this, can see that the teaching management's macro-coordination and intervention of the influencing factors in the educational ecosystem will directly affect the effectiveness of the educational ecosystem.

To realize the organic integration of teaching management and curriculum and course teaching, need to focus on three aspects: firstly, to further grasp the systematic nature of teaching management, and to do a good job in the planning and development of preschool education professional dance curriculum and teaching from the macro level. In the process of teaching management, it is necessary to build a curriculum structure and teaching objectives that adapt to the development of the times and the needs of

teachers and students from the aspects of national strategy, social needs, teachers' and students' feedback, etc. It is necessary to take into account all the influencing factors in the teaching environment and realize the dynamic adjustment mechanism of teaching management. For example, the national policy level for the art course hours and credits are made the minimum requirements, but the actual operation process, not only should be based on the national policy standards for teaching management but also should fully consider the social needs and teachers' and students' demand.

Secondly, the implementation of teaching management should be further improved to ensure the continuity and effectiveness of the construction concept. In teaching management, should continue to implement the objectives and plans formulated by the teaching management, and take the construction of teaching staff, teaching hardware environment construction, and other basic conditions as important content to be implemented, to ensure the improvement of the curriculum and teaching effect. To continue to improve the scientific nature of education management policy, so that the curriculum and teaching system construction have rules to follow, have a basis to follow. The research generally reflected that the preschool education major dance course teaching venues are insufficient, and limited conditions, becoming an obstacle to the effective implementation of the course. From the level of teaching, management can be fully deployed under the existing conditions to increase the utilization rate of resources.

Thirdly, the feedback from teachers and students should be taken as an important basis for teaching management, rather than management and teaching being disconnected from each other. For example, in the curriculum, should fully consider the needs of teachers and students, and integrate their opinions into the formulation of teaching objectives. The core of educational ecology is "human development". Both teaching management and curriculum and teaching need to closely focus on this goal. Teachers and students are not only the basis for the development of curriculum and teaching but also should become participants in education and teaching management. Only by taking the questions and suggestions raised by teachers and students on curriculum and teaching as important references for teaching management can truly implement practical and effective education management, thus realizing "human development".

#### **5.1.2.2 Combine of curriculum structure and theory and practice**

The "Law of Tolerance and Law of Optimum" in the principles of educational ecology indicates that the tolerance of organisms to biological factors is limited and that any factor that fails to satisfy or over-satisfies the conditions for the normal development of an individual organism will affect its development or even lead to its extinction. In other words, the development of organisms based on biological factors, and following the "optimal" principle, any "excessive" or "inadequate" supply of conditions will directly affect the normal development of individual organisms. Normal development. For the teaching of dance courses in preschool education majors, this principle should

also be followed to realize the integration of course theory and teaching practice.

For example, some students said that practical courses account for 80% of the curriculum, while theoretical courses account for about 20%. As a preschool education major in the dance course and teaching, it should be appropriate to introduce course theory teaching. Based on fully mastering the theoretical knowledge of the course, the theory guides the development of dance teaching practice. Practice is the only standard to test the truth. As a dance course with strong practicability, it can not just be "talking on paper", or "talking but not practicing", but needs to test the scientific nature of the theory in the process of practice, and further explore the innovative theoretical knowledge of the course in practice. First, it is necessary to continuously improve students' dance skills by strengthening the exercise of practical ability. Secondly, should cultivate students' ability to participate in social practice through the training mechanism of "industry-academia integration" which is in line with society. Thirdly, students should be guided to deeply understand the culture and background of dance through the investigation of the field, to further deepen their knowledge of the theory of dance courses from practice.

### **5.1.2.3 Combine of curriculum content and cross-disciplines**

One of the important features of the educational ecosystem is to pay attention to the systematic and coordinated nature of educational elements such as educational subjects, educational environments, and educational resources. In the process of constructing the educational ecosystem, the preschool dance professional course should pay particular attention to placing the dance course in the curriculum and teaching under the general background of the preschool education profession, to realize the professionalism and innovativeness of talent cultivation. Through the survey, can see that students have a low degree of recognition of the relevance and articulation of the course content with related disciplines.

Firstly, the dance course of preschool education majors should be highly related to the knowledge of education subject areas. The national policy on kindergarten teacher training is required to cultivate preschool teachers with innovative quality, professional ability, aesthetic quality, and "can teach" and "can teach". Students majoring in preschool education should fully understand and master the relevant theoretical knowledge of education disciplines and preschool education majors, based on which, they should have more professional dance skills, and at the same time, they should be able to make innovative choreography and teach the professional quality of dance skills.

Secondly, as one of the important courses in the field of art curriculum, the dance course should fully integrate the related knowledge of music, performance, painting, and other related disciplines, to further enhance the aesthetic effect of the course and the aesthetic quality of students. As an important carrier for the cultivation of young children's artistic ability, the dance course has its unique positioning to realize the



cultivation goal, and at the same time, it should also stimulate young children's artistic potential and aesthetic feeling together with other disciplines, and become an integrated and innovative platform for young children to express their emotional cognition and feel the aesthetic cultivation.

Thirdly, the content of the preschool dance professional curriculum should also be integrated with psychological disciplines, especially the knowledge related to child psychology. Preschool education students face after graduation, the teaching object is 3-6-year-old young children, which has completely different physiological and psychological characteristics from adults. Only by mastering the psychological characteristics of young children at this age can form age-specific curriculum content in the process of teaching and choreographing young children's dance, to avoid the tendency of "primary schooling" and "adultization" of young children, and to truly realize the important goal of promoting young children's physical and mental health, mental and intellectual development. This is to avoid the tendency of "primary schoolization" and "adultization" of young children and to truly achieve the important goal of promoting the physical and mental health and development of young children. In the Guidelines for the Development of Children Aged 3-6, the physical and mental developmental characteristics and expected developmental indexes of children at each age are clearly defined, which can be used as important content of the dance curriculum and teaching for preschool education majors.

#### **5.1.2.4 Combine of curriculum implementation and educational technology**

Through the questionnaire survey, that the mean value of students' opinion on "the use of modern information technology in the process of teaching and learning" is 3.06. The application of information technology in teaching and learning is very low, and even if it is applied passively, it is generally reflected as ineffective. The average value of teachers' opinions on the "appropriate use of modern information technology in the teaching process" is 2.78. The application of information technology in teaching is very low. There are three main reasons for the lack of in-depth integration of education informatization with the dance curriculum: first, teachers and education administrators have not yet formed a consensus on education informatization, and the traditional education culture of "respecting teachers and emphasizing the way of the world" has influenced the formation of the education concept of "student-centeredness"; second, the dance curriculum has not yet formed a consensus on education informatization. First, teachers and education administrators have not yet formed a consensus on education informatization, and the traditional "teacher-oriented" education culture has affected the formation of the "student-centered" education concept; second, the nature of the dance course has formed an obstacle to the effective implementation of online teaching, and the traditional teaching mode of the dance course has had an impact on the effective implementation of online teaching; and third, the limited teaching environment and hardware and software equipment have restricted the effective development of education informatization.

To realize the deep integration of dance curriculum implementation and education technology, can focus on three aspects. Firstly, information literacy of teachers and students should be further deepened, especially dance teachers, through skills training and other means, so that the application of technology becomes a teaching habit. For the more practical dance courses, teachers and students have often adapted to the offline classroom teaching mode. However, education informatization not only brings a convenient and intuitive teaching mode but also provides an innovative concept of "student-centered", "lifelong learning" and "learning anywhere, anytime". Teachers can make full use of the full range of online catechism courses. Teachers can make full use of the sufficient online catechism, and microcourse teaching resources, to build an "online and offline" "inside and outside the classroom" combine of teaching forms. For example, China University MOOC currently offers 157 free preschool dance courses, such as Children's Dance Teaching and Learning and Practical Early Childhood Dance Choreography, which are effective resources for online teaching of preschool education dance courses.

Secondly, learning statistics should be fully utilized, learning situation analysis, and other big data to improve the innovation and precision of dance course teaching, constantly expand the teaching resources and knowledge scope of students, and do the teaching by the time and the material. According to the research, most of the students majoring in preschool education have not been exposed to systematic dance training before enrollment. With the help of online learning big data analysis, teachers can see the degree of mastery of students for the theoretical learning of dance courses, while offline with the help of VR and other virtual reality technology to analyze the actual level of students' dance form, to accurately realize the hierarchical and stage-by-stage teaching.

Thirdly, the scientific and interesting nature of dance courses should be increased with the help of modern educational technology means such as AR and VR. For example, Baidu VR research and development of "VRK12 classroom", "VR immersive intelligent classroom" and other intelligent software allows students to visual, auditory, kinesthetic, and other multi-sensory intuitive feeling of pre-school education professional teaching modes. Especially in dance teaching, VR has the characteristics of intuitiveness, interactivity, and immersion, which has become a unique advantage in dance teaching. The first kindergarten in Qingyuan City, Guangdong Province has also introduced VR technology applied in teaching and achieved better teaching results. At the same time, teachers can also make full use of the multimedia platform of the online course to carry out effective communication and interaction with students, and timely feedback on students' questions in the course, forming a closed loop of effective circulation, interaction, and feedback among teachers, students, and teaching resources.

#### **5.1.2.5 Combine of curriculum evaluation and external environment**

The educational ecosystem advocates the construction of an open educational environment so that students can be detached from the effects of the local artificial environment, and become specialists with the ability to innovate and lifelong learning to adapt to the development of the times and the needs of society. The educational ecosystem includes not only the school's educational environment but also the external environment of the school, which is closely related to the construction of the educational ecosystem. In the educational ecosystem, curriculum evaluation, and other educational elements need to realize the organic integration with the external educational environment in time and space in the following three aspects.

Firstly, from the time dimension, the elements within the educational field should be adapted to the current international environment and national strategies facing education. In the face of the family, the community, and other schools outside the pluralistic educational environment joining and the emergence of online teaching mode and other realities, domestic colleges and universities are bound to follow the trend. The training of preschool education professionals should be in line with the times, focusing on the application of educational informatization and the expansion of educational resources in the dance curriculum and teaching, to adapt to the future development of education.

Secondly, from the spatial dimension, the construction of the educational ecosystem is an effective means to enhance the employability of students in a precise manner. For example, kindergartens need teachers who not only have strong dance skills but also need to be able to transform these skills into rhythmic movements that are adapted to the physical and mental development of young children. Kindergartens need not only dance teachers who can dance but also teachers who can create dances for children. Kindergartens not only need teachers who can teach dance but also need teachers who can integrate dance teaching into art education and cultivate children's strong comprehensive quality of feeling and expressing beauty. This requires us to appropriately introduce relevant subject-specific professional knowledge as well as kindergarten actual teaching cases in the course content and implementation to continuously expand the cognitive field of students. At the same time, the curriculum reasonably arranges extracurricular internship practice outside the classroom teaching and continuously improves the practical teaching ability of students.

Thirdly, it is necessary to build a tracking and feedback mechanism for graduates' employment. Through regular visits to graduates and talks with alumni and employers, can fully grasp the changes in social demand and adjust the talent training program according to the opinions and suggestions of graduates and employers. Only by realizing the organic integration of the internal education system and the external social environment demand both vertically and horizontally can the whole education system form a "source of living water" for sustainable development, and the main body of

education can grow up and become successful in the open education ecosystem "flowerpot". Only then can the subject of education grow and become successful in the open educational ecosystem "flowerpot".

## **5.2 Recommendation**

### **5.2.1 Research Outlook**

The results of this study, firstly, can provide a reference for senior preschool professional schools, which can use the findings to improve the implementation of dance classes, optimize the teaching content and methods, and improve the teaching level of teachers to enhance the professional ability of students. Secondly, the results of this study can guide kindergarten dance courses. They can refer to the talent cultivation experience and countermeasures in the study to choose a dance course more suitable for senior preschool education majors and cultivate dance talents with practical application ability. Again, the results of the study can provide reference and inspiration for preschool teachers. They can obtain effective strategies and methods for the implementation of dance classes, improve their teaching level, enrich the content of preschool education courses, provide better artistic experience, and cultivate students' interest and ability in dance. Finally, the results of this study also have important reference value for preschool education students. They can learn about the current situation and countermeasures for the implementation of dance classes, from which they can get inspiration and guidance for their career development direction and personal growth.

In addition, future related researchers can also utilize the results of this study as a basis and reference for further in-depth exploration. Through continuous improvement of practical experience, theoretical construction, and cross-collaboration with other fields, it can promote the innovation and development of dance classes in higher vocational preschool education

### **5.2.2 Further Study**

Due to the limited time for writing the paper and the limitations of the author's ability, he failed to carry out the corresponding research feedback and argumentation in the field of practice teaching, and he also could not state and consider the multiple factors affecting the effectiveness one by one in the tens of thousands of words of the research results, which will become the lack of this study as well as the direction of the future research endeavors.

This paper has some limitations in the study, firstly, the limitation of sample selection, due to the limitation of time and resources, only the students of Quanzhou Light Industry Vocational College may be selected as the research object, so the generalization of the results may be affected to some extent. Secondly, Limitations of Data Collection Methods This study is likely to rely primarily on questionnaire methods for data collection, and these methods carry the risk of subjectivity and misrepresentation

of information. Again, it also includes, the limitations of the researcher's own experience and position, time and resource constraints, and finally the limitations of the feasibility of the countermeasures, the proposed countermeasures may face various difficulties or challenges in reality, and there is a certain degree of uncertainty in the implementation process. Therefore, future researchers can expand the scope of sample selection, adopt multiple data collection methods, establish a diversified research team, combine theory and practice continue to learn and update their knowledge and carry out research work with wider impact and feasibility.



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## Appendix

### Appendix 1 Questionnaire on Dance Curriculum and Teaching Studies for Preschool Education Majors

Dear Student:

This is a questionnaire about the dance curriculum and teaching of preschool education majors, the content does not involve any of your privacy, the information filled out is confidential, the answers are not divided into right and wrong advantages and disadvantages, and the results will only be used for academic paper writing and research work. To ensure that the results of the questionnaire are true and effective, please be sure to read and understand each question carefully, and answer honestly according to your real situation, Do not miss the answer! Your participation will play a crucial role in whether or not this study will lead to correct conclusions, and we thank you for your cooperation!

1. Basic information (Note: In addition to filling in the type of questions are single-choice questions, in the “□” on the check box.)

1.1 Your gender: male  female

1.2 The grade level you are currently enrolled in is:

first-year university student  second-year university student

1.3 You studied dance for some time before entering university:

never before studied  half a year  1-2 years

2-3years  More than 3 years

2. On the preschool education dance curriculum (Note: the following topics are single-choice questions, please combine your own experience in careful thought after the answer to choose one of the options tick ✓ "can be, Thank you for your cooperation!)

serial number	title	very inconsistent	inconsistent	unclear	consistent	very consistent
1	The dance courses offered by the college are highly specialized					
2	The dance program offered by the college will help me in my future career					
3	Dance lessons enhance and stimulate my learning.					
4	The dance program will enhance my teaching practice after employment					
5	The dance program will enhance my ability to be					

	creative in teaching after employment					
6	Satisfied with the dance curriculum offered at their college					

### 3. On the structure of the dance program in preschool education

serial number	title	very inconsistent	inconsistent	unclear	consistent	very consistent
1	The sequence of dance courses offered in different semesters is reasonable and appropriate					
2	Dance class hours are a reasonable percentage of all course hours in the program					
3	Appropriate proportion of credits for dance courses					
4	Good articulation between the dance courses offered by the College					
5	A well-structured ratio of theoretical and practical components of the dance curriculum					

### 4. About the content of the dance program for preschool education majors

serial number	title	very inconsistent	inconsistent	unclear	consistent	very consistent
1	Dance program content can incorporate cutting-edge knowledge of the discipline					
2	Dance course content can be updated and optimized promptly					
3	High correlation and relevance to other preschool professional subject knowledge					
4	The content of the dance program has enhanced my aesthetics					

5	The content of the dance program includes "beauty and morality" and focuses on the development of my professional responsibility					
6	The content of the dance program can achieve the training goal of students "being able to teach" and "being able to teach"					

5. On the implementation of a dance program for preschool education majors

serial number	title	very inconsistent	inconsistent	unclear	consistent	very consistent
1	The dance program is highly inspiring					
2	Dance courses have more interactive sessions					
3	Use of modern information technology tools (multimedia, catechism, flipped classroom, etc.) in the implementation of dance teaching.					
4	The dance program focuses on both in-class learning and out-of-class practice					
5	The content and mode of assessment of dance courses are reasonable					
6	Teaching facilities can meet the requirements of teaching and learning					

6. About Preschool Dance Program Evaluation

serial number	title	very inconsistent	inconsistent	unclear	consistent	very consistent
1	Schools and colleges have systems and activities for curriculum evaluation					
2	Evaluation of the teaching and learning process is included in					

	the evaluation activities of the curriculum					
3	Course evaluation activities include evaluation of teaching effectiveness					
4	Ability to provide timely feedback on the results of process evaluations					
5	Problems with course evaluation results can be effectively addressed					
6	Teaching evaluations given by students to teachers can enhance learning outcomes					

This concludes the questionnaire, thank you very much for your participation.  
We wish you success in your studies and a happy life!

