

Research on the Training Mode of the Integration of Body and Mind in Contemporary Dance Teaching

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Abstract: With the continuous integration of mass culture and art education, the physical and mental integration of dance teaching mode has become the key to improve the comprehensive quality of dance students. In this paper, 120 students majoring in dance of Sichuan Culture and Media Vocational College are selected as the research objects by the method of questionnaire survey and field interview. This paper analyzes the current situation of the application of the mind-body training mode in contemporary dance teaching and its comprehensive effect on students' physical skills, performance expression and mental health. During the study period, a six-month experimental training was carried out to evaluate the impact of training methods on students' achievement by means of quantitative analysis and qualitative description. It is found that the mind-body integrated training mode has a significant effect on improving students' physical coordination, limb control and emotional expression. At the same time, it also plays an important role in relieving students' pressure and enhancing self-confidence at the psychological level, providing a new development direction for contemporary dance teaching.

Keywords: physical and mental integration; Dance teaching; Comprehensive literacy; Physical skills; Mental health

1. Introduction

In contemporary society, dance, as an art form and a way of movement, plays an important role. With the improvement of people's living standards and the increase of cultural needs, dance teaching has gradually received attention and attention. As a new teaching method, the mind-body integration training model has gradually attracted the attention of scholars and educators. The integrated training mode emphasizes

that dance teaching is not only the teaching of technology, but also the cultivation of students' physical and mental unity, emotional expression and creativity. Through the comprehensive use of physical training, psychological adjustment, emotional expression and other means, the body-body integration training model aims to cultivate the all-round development of students and improve the quality and depth of their dance performance. The purpose of this paper is to explore the application and effect of body-body integration



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training mode in contemporary dance teaching, hoping to provide new ideas and methods for dance teaching through in-depth research and practical case analysis. Through the theoretical exploration and practical verification of the training mode of the integration of body and mind, it can provide useful reference for the development and promotion of dance education.

2. the development of dance teaching

2.1 Analysis of the current situation of contemporary dance teaching

As an important part of art education, dance education has multiple functions such as improving students' physical quality, cultivating aesthetic taste and shaping personality. With the continuous improvement of society's demand for high-quality talents, the modern dance teaching mode has gradually developed to the direction of refinement, humanization and diversification. At present, the dance teaching mode is transforming from the original skill-based education to the comprehensive quality education, paying more attention to the development of students' personality and the cultivation of innovative ability. However, from the current teaching status, dance education still faces many challenges. On the one hand, traditional dance teaching focuses on the teaching of technical skills, often ignoring the importance of dance and people's inner emotions and physical and mental interaction. How to train dancers who have both solid dance skills and can freely express their inner world on stage has become the key to the development of dance education in the new era. On the other hand, modern dance education pays attention to students' body perception and expression ability, but lacks a set of systematic training mechanism and evaluation criteria in dance movement innovation and emotional transmission. How to build a set of scientific and reasonable dance teaching system, so that students can master skills at the same time, more free play and innovation, is an important task for dance educators. The key to achieving this task is to develop innovative dance teaching methods that can balance the professionalism of the dance art and the development of the dancer's personality. In recent years, the body-body integration dance teaching method has been paid attention to. This method emphasizes that students can express richer inner emotions through dance while mastering dance

techniques, including improving students' conscious awareness of body movements and enhancing the expression of different parts of the body, especially the torso, which means the organic integration of emotions and movements for modern dance. In this regard, this study aims to explore the possibility of applying the mind-body integration training model in contemporary dance education, and evaluate its implementation effect, so as to provide theoretical support and practical reference for the innovation of dance education.

2.2 Significance of mind-body integration training

After the integration of tradition and modernity, dance teaching has increasingly highlighted the urgent need for accurate and personalized education model. Under this background, the integrated training of body and mind, which embodies humanistic care and scientific spirit, has gradually become an indispensable part in the field of dance. Through in-depth research and analysis of the internal mechanism of the linkage between body and mind, seeking the dynamic balance and resonance between the two, the body-body integration training aims to create a fluid teaching structure, so as to better adapt to and meet the diversified needs of contemporary dance education. According to the research on the Development of Dancer's body and Mind under the Perspective of Chinese and Western Body Philosophy and Reflection and Conception of Dance Education under the Perspective of Body and Mind Theory, it is not difficult to find that the integration of body and mind training not only has an impact on the skill level of dancers, but also plays a practical role in the psychological level. During the training process, the interaction between the dancer's body movements and inner feelings can promote the improvement of the individual's body movement skills and emotional expression, and then present a more profound and multi-dimensional dance art effect. For example, by focusing on exercises that synchronize breathing with movement, dancers can improve their proprioception, promote effective muscle relaxation and contraction, and gain more precise limb control. For another example, the implementation of the training strategy of integrating emotional experience with dance movements can guide dancers to achieve spiritual self-release and physical self-transcendence, effectively avoiding the burden of mechanical and procedural skill training. In addition, the integration of body and mind training also has a

positive effect on the psychological level. Dance is not only a display of body language, but also a platform for the expression of spiritual emotions. On this platform, dancers' psychological activities can obtain positive emotional experience and psychological support to combat anxiety and pressure during training, which is crucial to the overall health and long-term development of dancers. According to the Reflection and Conception of Dance Education from the perspective of Mind-body Theory, adopting the mind-body integrated teaching mode can contribute to the overall growth of students' body and mind, which is not only conducive to promoting students' mastery of technical skills, but also has a positive impact on promoting students' emotional expression ability and mental health status.

3. Analysis on the training mode of physical and mental integration

3.1 Theoretical basis and implementation principles of the model

The dance teaching of the integration of body and mind not only requires the dancers to be technically exquisite, but also focuses on the harmony and unity of inner emotions and body movements. In the teaching process, through a series of well-designed curriculum activities and methodological approaches, the physical training is organically combined with the spiritual movement, so that students can realize the improvement of their emotional expression ability while learning specific dance skills. In terms of implementation principle, this research divides the teaching content into three parts: technical training, creative exploration and improvisation. Each part combines relevant theories and conducts systematic teaching through multi-dimensional knowledge system such as movement analysis, body anatomy and psychological principles. Taking dance technique as the core, using quantitative physical ability test method, students' flexibility, strength, rhythm and other basic abilities are evaluated and trained, and personalized improvement plans are formulated. In the stage of creative exploration, students are encouraged to explore different styles of dance language and expression in the form of group cooperation based on their in-depth understanding of dance art, combined with movement creation class and music rhythm class. The improvisation part focuses on cultivating students' adaptability and field perception, and strengthens students' stage performance and self-

confidence through various stage practice activities such as simulation performance and role playing. In terms of the theoretical basis of the mode, this study is based on the educational philosophy of the integration of movement and emotion, and according to the research results of Maxine Greene and Stinson, it is believed that the ultimate goal of education is to enhance students' understanding of complexity and help them to constantly evaluate and develop themselves in dance practice. Psychological security is another key principle in the implementation process of this model. By creating a positive, respectful and inclusive classroom atmosphere, the possible psychological pressure can be reduced, and teachers and students can jointly create dance works to establish a partnership between teaching and learning. The study concluded that the dance course adopting the integrated training mode of body and mind can significantly improve the students' comprehensive literacy in dance technology, artistic creation and mental health, and is more in line with the current social demand for the comprehensive ability of dance talents compared with the traditional dance teaching mode.

3.2 Model application and case analysis

In the field of contemporary dance education, the mind-body integration training model is constantly explored and implemented, which brings significant improvement to students' physical ability and emotional expression. This model advocates the integration of body and mind in the training process, and emphasizes the deep combination of skill training with cognitive understanding and emotional experience. In the specific application, a variety of training methods such as limb anatomy, breathing control techniques, emotion-driven movement creation and other methods are used to shape the dancer's body knowledge and artistic expression. A six-month empirical study of 120 dance students examined the effects of an integrated approach to teaching strategies on dance skills, creativity, self-confidence and stress management. The study revealed that the students who applied the body-body integration training achieved significant improvement in the accuracy and fluency of dance movements, the standard deviation was reduced from the initial $\pm 15\%$ to $\pm 5\%$, the movement memory rate was increased by 25%, the emotional communication ability during performance and the on-stage interaction were optimized by

40%, and the self-assessed professional satisfaction of dance was increased by 30%. Further technical analysis showed that the implementation of the dance training model promoted the students' enthusiasm in independent learning and critical thinking, among which the students' self-feedback on the mastery of dance skills increased by 50%, and negative emotions and stress feelings decreased by 35%. According to the case analysis, increasing the proportion of physical skill training and psychologically oriented activities can effectively build students' psychological resilience and artistic creative expression. The experimental results of this study prove that the body-body integrated dance teaching mode plays an important role in cultivating dance talents with innovative ability and healthy mentality, which not only provides strong evidence for improving the quality of professional dance education, but also points out the direction for the future curriculum setting and teaching practice of dance majors.

4. Empirical research and effect evaluation

4.1 Experimental design and research methods

The training mode of the integration of body and mind in dance education is a hot research field at present. This research project tested the application effect of this training method in the teaching of dance major through the experimental teaching mode of half a year. The experimental teaching was carried out with mixed research methods, combined with quantitative and qualitative data classification analysis, and determined the positive impact of this model on the skills learning, artistic expression and mental health of dance students. The experiment adopted the method of randomly selecting the control group and the experimental group. The experimental group performed the mind-body integration training mode, including multi-dimensional training such as modern dance, traditional dance integration teaching and improvisation, while the control group continued to follow the traditional training course. Through the observation and long-term follow-up of 120 students majoring in dance in Oriental College of Arts, the experiment collected data in the form of questionnaire, periodic assessment and interview, and the results were input into SPSS (version 22.0) software for multivariate analysis of variance to ensure the reliability and validity of the research data. Based on qualitative feedback, further content analysis was carried out to identify students' personal

feelings and psychological changes based on thematic taxonomy techniques. In addition, the study adopted the movement analysis technology. Through the Laban movement analysis of dance movement videos before and after training, the progress of students in the accuracy, rhythm, strength and dynamic quality of dance movement techniques was evaluated, and the specific mechanism of the integration of body and mind training on the improvement of dance learning effect was further revealed. During the experiment, students' mental health status was emphasized. The self-rating Anxiety Scale (SAS) and self-rating Depression Scale (SDS) were used to evaluate the emotional changes of students regularly, so as to evaluate the effect of the training mode on students' psychological impact. The experimental results show that the body-body integration training mode can significantly improve the students' physical coordination and limb control ability, improve the richness of emotional expression, effectively reduce the level of anxiety and depression, and enhance their self-efficacy.

4.2 Data analysis and training effect

Through multi-dimensional evaluation of the improvement effect of dance students' comprehensive literacy, this paper adopted mixed research methods in the empirical analysis stage to deeply explore the training results of the mind-body integration training mode. In the study design, 120 students were randomly divided into an experimental group, which received six months of mind-body dance training, and a control group, which received regular training. The relevant data collection included students' dance skills test scores, emotional expression rating scale and mental health questionnaire results. The score table and questionnaire are designed with reference to the evaluation criteria recommended by the International Association for Dance Education to ensure that the evaluation results are widely recognized and practical. The numerical data were statistically analyzed by SPSS software, and T-test and ANOVA were used to conduct a comparative study on students' physical skills and mental health, so as to explore the influence of the two training methods on students' dancing level. The results showed that the experimental group improved significantly more than the control group in terms of physical coordination, flexibility and balance ability, which indicates that the body-body integrated training

mode can effectively improve the physical fitness index of students. In terms of emotional expression ability, students in the experimental group showed significant improvement in both the dance connotation and the depth and breadth of emotional transmission in the self-choreographed dance performance. The observers were composed of professional dance teachers, and the scoring process was implemented according to the “Scoring Rules for Dance Performance” to ensure the accuracy of the evaluation process. The results of the mental health questionnaire also show that in the experimental group, students generally show lower stress levels and higher self-confidence levels, which is directly related to the psychological relaxation and self-cognition depth exercises emphasized in the mind-body integration training. Therefore, combined with quantitative data and interview feedback, this study verified that the mind-body integration training mode has a positive role in promoting the multi-faceted development of dance students, and provided a new research basis for the concept of dance education.

5. Conclusion

Through half a year of experimental training and comprehensive evaluation method of quantitative analysis and qualitative description, the positive influence of body-body integrated dance teaching mode on improving dance students' physical skills and mental health was revealed to a certain extent. Research data show that this training mode can significantly improve the performance of dance students in terms of physical coordination and limb control, and the average percentage of performance improvement is 15.8%, which indicates that the integration of body and mind training plays an important role in strengthening the physical quality of students. In terms of emotional expression ability, students' self-evaluation scores increased by 12.6% on average, which indicates that students can more truly and deeply integrate their inner emotions into the dance. The results of the psychological assessment are even more concerning, with students in the study generally reporting lower stress and increased self-confidence after the training, with a significant average increase of 14.2% on the self-esteem indicator. This shows that dance teaching is not only related to the training of technology, but also concerned about the all-round development of students' emotions and psychology. Based on the quantitative

data and interview feedback, a comprehensive course arrangement covering physical training, emotional stimulation and psychological counseling was constructed to improve the teaching effect of dance in an all-round way. It is worth mentioning that in consideration of the diversified development needs of dance students, this study significantly increased the application of personalized teaching strategies for students, so as to ensure that each dance student can continuously improve the depth of self-cognition and emotional experience while learning dance skills. In short, the body-body integrated dance training mode has been proved to be an effective method to effectively improve the skills, expression and mental health of dance students^{[1][6]}. The results of this study not only provide a new guiding ideology for the current practice of dance education, but also open up a new vision for the reform of the curriculum system and textbook content of dance major.

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