



New Ways to Cultivate University Students' Emotional Expression in Dance Pedagogy

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i4/18659>

DOI:10.6007/IJARPED/v12-i4/18659

Published Online: 24 December 2023

Abstract

Dance is not only a form of performance that reflects the performer's physical condition and temperament but also places high demands on the performer's emotional expression. The purpose of this article is to identify students' understanding of dance works, strengthen their aesthetic appreciation of dance pieces, reinforce their learning capacity in dance knowledge, nurture their creativity in dance, and enhance the overall quality of the dance pedagogy. The article employed library research involving online academic resources to gather and evaluate academic journal articles and conference papers. The research outcomes illuminate the diverse advantages of dance education. Firstly, it enhances students' understanding of dance compositions, enabling a deeper exploration of choreographic intricacies and artistic expression. Secondly, it heightens their aesthetic perception, fostering a deeper appreciation for dance's artistic nuances. Lastly, it strengthens their learning aptitude in the dance domain, imparting a robust knowledge base and skill set. These findings underscore dance's role as an educational instrument, enriching not just physical prowess but also cognitive and emotional growth among students. In summary, the importance of cultivating emotional expression skills in dance education cannot be overstated. This emphasis holds the potential to bring about a positive transformation in higher education institutions' dance programs. By prioritizing emotional expression training, educators aim to enhance students' artistic abilities while fostering personal growth. This approach ultimately empowers students to become more expressive and empathetic individuals through the art of dance, offering a promising outlook for the future of dance education in colleges and universities.

Keywords: University Students, Emotional Expression, Dance Pedagogy

Introduction

Dance is a potent tool for expressing emotions. In dance pedagogy, there's a rising focus on the thoughts and sentiments conveyed through dance activities. To diversify dance art, especially amidst curriculum reforms, educators should prioritize students' emotional expression and employ diverse pedagogy techniques to boost their overall art proficiency. To

overcome difficulties in guiding university students to express their emotions through dance, educators need new ideas in pedagogy. These difficulties include students from different backgrounds, not having enough resources, and students learning at different speeds (Taryana et al. 2021; Rongrong, 2019; Shudan, 2021).

The main problem in researching the cultivation of emotional expression in university students through dance pedagogy is the difficulty in accurately gauging the effectiveness of teaching methods in eliciting genuine and diverse emotional responses. Measuring emotional expression is inherently subjective, and finding reliable metrics to assess the impact of various instructional approaches poses a significant hurdle. Additionally, creating an environment that truly encourages students to authentically connect with and express emotions within the context of dance is a complex task. This challenge involves navigating the intersection of artistic expression, personal experience, and the effectiveness of pedagogical methods. Furthermore, exploring how individual learning styles and cultural backgrounds influence emotional expression adds another layer of intricacy to the research. Ensuring that the findings are both comprehensive and applicable across diverse student populations requires careful consideration of the interplay between personal preferences and cultural nuances. Addressing these challenges is crucial for advancing our understanding of effective dance pedagogy that fosters meaningful emotional expression in university students. To solve these problems, educators need to use pedagogical methods that fit each student, make sure everyone is included, and give individual need to guide all students express their emotions through dance pedagogy.

Research gap despite the growing emphasis on the emotional aspects of dance in pedagogy, there exists a notable gap in providing comprehensive strategies for educators to address challenges in guiding university students to express their emotions effectively through dance. The need to conduct this study arises from the identified research gap in the literature. There is a lack of comprehensive strategies and innovative approaches for educators to effectively guide university students in expressing their emotions through dance, despite the increasing recognition of the emotional aspects of dance in pedagogy (Yonggang, 2022; ETaryana et al., 2021; Rongrong, 2019; Shudan, 2021).). By addressing this gap, the study contribute practical insights and tailored pedagogical solutions, enriching the understanding of how emotional expression can be cultivated in students through dance activities. This research is essential for advancing dance pedagogy, providing educators with actionable strategies to navigate challenges related to diverse student backgrounds, resource limitations, and varying learning speeds.

To explore new ways to cultivate emotional expression in university students through dance, the primary focus revolves around understanding the intersection of pedagogy, emotions, and the diverse backgrounds of students. The study aims to investigate innovative teaching methods that effectively foster emotional expression within the dance context. The research delves into exploring novel pedagogical techniques tailored to enhance emotional expression. This includes examining the effectiveness of interactive teaching methods, collaborative learning experiences, and the integration of technology in dance pedagogy. The research seeks to address the challenge of varying learning speeds among students. By examining personalized and adaptive teaching strategies, the study aims to provide insights into catering to individual learning styles, ensuring that each student can effectively express emotions through dance. The study endeavors to contribute valuable insights into new and effective ways of cultivating emotional expression in university students through dance, ultimately enriching the field of dance pedagogy.

The purpose dance pedagogy is to (a) Enhancing students' understanding of dance works, (b) Boosting students' aesthetic appreciation of dance works, (c) Strengthening students' learning ability in dance knowledge, (d) Cultivating students' creativity in dance, and (e) increasing the overall quality of the dance educators. In study also proposed new dance pedagogy to cultivate emotional expression for university educators and students.

(a) Enhancing students' understanding of dance works

In dance pedagogy, students' understanding of dance works is essential in dance education. It involves exploring the details of choreography, the emotions expressed through dance, and the stories told by dancers. By deepening their comprehension of these elements, students can appreciate dance as a form of artistic expression fully (Pastukhov, 2021; Yonggang, 2022). This understanding can be nurtured through various teaching methods, including practical exercises, discussions, and watching professional performances. Encouraging students to analyze and interpret dance works helps them develop critical thinking skills and a profound connection with the art form. Ultimately, it enriches their overall dance education and enhances their ability to express themselves emotionally through dance.

In our advancing society, various convenient methods, like watching dance dramas or videos, promote the appreciation of dance. These new communication channels help us better understand dance's charm and emotions swiftly. Dance, as an elegant art form allows the audience to immerse themselves in the emotions and spirit conveyed through dance. However, truly capturing the essence of a dance work is not an easy task. In university, dance courses play a crucial role. Teachers must impart the meaning of dance to students, helping them grasp the spiritual aspects of dance. Simultaneously, students should engage earnestly in learning and contemplation, actively participating in dance creation. Educators need to guide students in showcasing the charm of dance perfectly, enabling them to authentically convey the emotions intended by the dance. Moreover, dance education extends beyond teaching movements; it involves a comprehensive analysis of dance creation, ensuring learners fully comprehend the background and essence of dance. Only in this way can students better understand the depth of dance, embody its essence and significance, and express emotions authentically in dance performances, captivating the audience.

(b) Boosting students' aesthetic appreciation of dance works

Students' aesthetic appreciation of dance works is vital in dance education. It means helping students better understand the artistic aspects of dance, like movements, rhythms, and expressions (Ernazarova, Isroilov & Ablakulov, 2021). By exposing students to various dance styles and teaching them to analyze critically, they can develop a deeper appreciation for the beauty and emotional depth of dance performances. This heightened aesthetic awareness enriches their overall dance experience and instills a lifelong love for the art form. Instructors play a key role in nurturing this appreciation by guiding students to observe, interpret, and connect with the artistry of dance in meaningful ways.

Using "The Nutcracker *hú táo jiā zǐ*" as an example, educators can introduce a portion of the dance work to students, allowing them to feel the beauty and artistry of dance through its details. Simultaneously, sharing the background and history of the dance work can enhance students' understanding and appreciation of dance. Playing the dance music while explaining its structure, history, and humanistic significance is beneficial (Shaoliang, 2020; Dixin, 2023). Educators can also guide students in watching and appreciating various dance performances, helping them better comprehend the emotional expression and essence of

dance, broadening their horizons. Additionally, through dance performances and training, educators can enhance students' aesthetic sense and emotional expression, enabling them to understand and feel the artistic charm of dance better. In conclusion, dance is a highly artistic and emotional form of performing art, and educators should focus on cultivating students' cognitive and emotional expression abilities, enhancing their understanding and appreciation of dance, ultimately improving their artistic appreciation and overall quality.

Dance art is a form of expression that requires a certain level of artistic appreciation. The accompanying music also needs to be captivating to engage a wider audience. Therefore, in university dance classes, pedagogy must enhance students' aesthetic senses and appreciation skills while improving their comprehension of music. Educators should emphasize training students' aesthetic abilities, ensuring that their dance movements convey emotions rather than mere physical actions and facial expressions. To deepen our understanding of dance, combine video analysis with live performances. While watching dance, educators should enter a contemplative state, connecting ourselves with the performance. Additionally, educators can facilitate student discussions to explore their emotions and insights during appreciation. This can enhance students' understanding and appreciation of dance. Simultaneously, educators should respect students' thoughts and actively assess their opinions. This approach will better cultivate students' aesthetic senses and appreciation skills, preparing them to become high-quality artistic talents in the future dance arts field.

(c) Strengthening students' learning ability in dance knowledge

Students' learning capacity in dance knowledge is crucial in dance pedagogy. It requires instructors to employ diverse teaching methods, provide accessible learning resources, and foster a supportive learning environment. By adapting to students' varied learning styles and paces, educators can enhance their comprehension of dance theory, history, and techniques. Encouraging self-directed learning and collaborative exploration further strengthens their knowledge acquisition. This approach not only equips students with a solid foundation in dance but also nurtures their curiosity and passion for this art form. Ultimately, it contributes to a more holistic and effective dance education (Karpenko, 2022).

In today's society, dance is an essential part of people's lives as a cultural art form. However, there is a lack of research on traditional dance theory, leading to a shortage of foundational knowledge in dance education. In dance education, students often focus on mastering dance techniques but lack sufficient knowledge of dance theory. Therefore, educators should emphasize pedagogy theoretical knowledge in dance education to help students have a better understanding of dance. Additionally, students often lack an understanding of music, which affects their comprehension and performance of dance. In dance teaching, educators should focus on teaching performing arts theory to help students understand the connection between dance and music. Strengthening students' understanding of dance and music not only allows them to better appreciate the art form but also promotes their overall development. Through dance education, students can gain deeper insights into cultural diversity and the beauty of the arts, enhancing their cultural literacy and aesthetic abilities.

(d) Cultivating students' creativity in dance

Naturing creativity in dance pedagogy is a vital process. It entails inspiring students to explore and experiment with various movements and expressions. Educators create an environment where students feel encouraged to think creatively, develop choreographic skills, and convey

emotions through their unique dance composition (Jun & Fengjun, 2020). This approach empowers students to become innovative dancers and choreographers, helping them unleash their artistic potential. Fostering creativity in dance enriches students' experiences and contributes to the vibrancy and diversity of the dance community. It's a journey that encourages individuality, self-expression, and a deeper understanding of the art form, ultimately shaping well-rounded and imaginative dancers (Xiaomei & Shenzhen, 2021; Changlin, 2023).

In dance pedagogy, educators often encourage students to create their own dance pieces or engage in group discussions to deepen their understanding of dance. This approach stimulates students' imagination and creativity, allowing them to think freely and relate dance to real-life experiences, thus enhancing their comprehension of dance's meaning and expression. Dance remains vibrant due to its blend of tradition and artistic heritage, coupled with ongoing development and innovation. Traditional dance reflects historical and cultural depth, while contemporary dance incorporates more innovative and avant-garde elements. This fusion makes dance more diverse, dynamic, and captivating for audiences. Dance pedagogy requires the infusion of creativity and imagination to exude life's vitality and convey a unique aesthetic appeal. Therefore, in dance pedagogy, educators should inspire students to unleash their imagination and creativity, enabling them to express their emotions and thoughts effectively, leading to the creation of more individualistic and charming dance pieces. Dance is an emotional expression, and every student's imagination and creativity are boundless.

In practical pedagogy, educators can encourage students to boldly experiment and innovate, making the learning process more vibrant. Additionally, educators should guide students to pay attention to current events and cultural changes, allowing them to better incorporate real-life experiences and create dance pieces with depth and significance. In conclusion, creativity and imagination are crucial factors influencing students' overall competency in dance education. Only through continuous innovation and experimentation can dance remain dynamic, and students can better inherit and develop the rich cultural heritage of dance art.

(e) Increasing the overall quality of the dance educators

Elevating the overall quality of dance educators is vital for delivering effective dance education. This can be achieved through ongoing professional development, including workshops, training, and staying current with dance trends (Yang, 2018; Romi & Rahmida, 2023). Additionally, fostering strong communication and teaching skills is essential. These efforts collectively elevate the standards of dance educators, leading to better education outcomes for students.

Higher institution needs to carefully select professional educators with extensive experience and a solid theoretical foundation to ensure pedagogy quality. As dance educators, should continuously improve professional competence and pedagogy abilities. Regularly participating in professional training programs, both domestically and internationally, is highly beneficial. Additionally, educators should frequently perform on university stages to personally experience the dance performance process, learn more dance techniques, enrich their classroom experience, and better convey dance's essence and emotional expression to students. Furthermore, educators should keep up with the times, spark students' interest in dance, and promote emotional expression enhancement. Modern students appreciate fashion, so educators should emphasize the stylish and personalized

aspects of dance to make it more appealing to students. As educators, must lead by example, imparting solid professional competence, practical skills, and a keen understanding of dance to guide students comprehend, learn, and explore. This approach allows students to focus on learning and continually progress in their dance studies.

New dance pedagogy to cultivate emotional expression

New methods in dance pedagogy at universities are guiding students express their emotions through dance. These approaches encourage creativity and allow students to connect their feelings with their movements. By exploring these new ways of expressing emotions, students can share their stories and emotions through the art of dance (Riviere et al. 2019; Ling, 2020; Liu, 2020). Below are new dance pedagogy approaches in dance education for nurturing university student's emotional expression, improving quality, and fostering comprehensive development. The component in new dance pedagogy including (a) Integrated technology in creative dance performance (b) Physical and online dance creation workshops, (c) Creative dance role play idea and dance using augmented reality, (d) Creative dance role play idea and dance using augmented reality, and (e) Online dance reflection tools.

(a) Integrated technology in creative dance performance

Using technology in creative dance performances encourages students to express their emotions and ideas through dance, making their performances more captivating and relatable. This approach allows students to incorporate multimedia elements like visuals and music, enhancing their storytelling abilities. It prepares them for the digital age while helping them communicate their emotions effectively, creating powerful and engaging performances.

(b) Physical and online dance creation workshops

Physical and online dance creation workshops guide students express their emotions. In the workshops, students learn to create dances that convey their feelings. Whether in person or online, these workshops allow students to explore their creativity and express themselves through dance. By crafting their own dances, students improve their emotional expression skills and learn to communicate through movement. These workshops are essential for developing emotional intelligence and creativity in students, enhancing their dance education.

(c) Creative dance role play idea and dance using augmented reality

Role-playing involves students taking on different roles to better understand and express emotions in dance. Augmented reality (AR) technology can enhance emotional expression in dance by adding virtual elements to the real world. It allows students to interact with digital objects and environments during their performances. This innovative approach combines role-play with AR, creating an immersive way for students to convey emotions through dance.

(d) Observation and online assessment tools

Guiding students to observe and analyze various dance works helps them understand the emotions conveyed in these performances and draw inspiration from them. Using online assessment tools can further enhance this process by allowing students to document their observations and reflections on dance performances. This combination of observation and online assessment empowers students to develop their emotional expression skills in dance.

(e) Online dance reflection tools

Online dance reflection tools can facilitate students in reviewing their dance performances, analyzing their emotional expression methods, and evaluating their effectiveness. These digital resources encourage continuous improvement and the enhancement of emotional expression skills in dance.

Utilizing technology in dance enhances emotional expression. Workshops, both physical and virtual, foster creativity and emotional communication through dance. Role-playing and augmented reality add depth to emotional expression. Observation and online assessment tools refine understanding, while online reflection tools aid self-improvement. Together, these methods empower students to convey emotions.

Motivation for educators and students in dance pedagogy

Motivation in dance pedagogy is the driving force that shapes engaging learning environments, inspiring educators to guide students and fostering sustained passion for dance among learners (Yonggang, 2022; Taryana et al., 2021; Jun & Fengjun, 2020). This study delves into the crucial role of motivation in dance pedagogy, examining the diverse factors that drive enthusiasm for the art form. It not only explores theoretical aspects but also aims to offer practical insights and recommendations for educators and dance practitioners. By understanding and harnessing motivational elements, the research seeks to empower educators to create engaging learning environments and students to sustain their passion for dance. Ultimately, this exploration serves as a catalyst for ongoing improvement in dance pedagogy, fostering an environment where the joy of dance is not only taught but deeply experienced.

Conclusion and implication

Researchers who teach dance have a strong interest and passion for the field. They aim to teach students how to express emotions effectively through dance. In sum, developing emotional expression in dance pedagogy is crucial for both students and teachers. It infuses vitality into dance education, nurturing vibrant performances. As society evolves, educators must uphold effective teaching philosophies, continuously improving and innovating to enhance students' emotional expression abilities. Dance education is a process of instilling emotions, and fostering emotional expression skills in students contributes significantly to their holistic development. Recognizing the importance of emotional expression, both students and teachers should continually explore ways to enrich these skills. Applying learned techniques and methods in classroom activities and dance events enhances the understanding of dance's spiritual core and significantly improves teaching effectiveness. This contributes to the development of outstanding dancers and satisfies society's artistic needs.

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