

Research on Strategies of Guiding Students to Imagine Performance in Dance Teaching of Secondary School

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Abstract: *Performance imagination plays an important role in dance education of secondary school, which directly affects students' dance performance ability. Therefore, training students' performance imagination ability in dance teaching of secondary school is of great significance for improving the effectiveness of dance education. Based on this, this paper mainly discusses the strategies of guiding students to perform imagination in dance teaching of secondary school.*

Keywords: Technical Secondary School; Dance Teaching; Performance To Imagine.

1. INTRODUCTION

The essence of dance is to create an illusory world through various actions, and imagination is the key to determine the illusory space of dance. The artistic conception of dance also comes from the process of appreciation and creation, so imagination plays an indispensable role in dance performance. For dance performers, only with good performance imagination ability can dance works be endowed with profound connotations and rich emotions [1]. Therefore, in the dance teaching of secondary school, how to effectively guide students to imagine performance is worth pondering.

2. THE IMPORTANCE OF TRAINING PERFORMANCE IMAGINATION IN DANCE TEACHING OF SECONDARY SCHOOL

Dance art comes from life, and life is its main service object. In the creation process of dance works, it is necessary for the author to deeply feel life, and to imagine and process, so imagination plays an extremely important role in dance art. Dance performers need to convey information to the audience during dance performance, which is expressed through personal thoughts and emotions. Only the mutual integration of dance performance and performance imagination can well present the content of dance works [2].

2.1 Dance teaching in technical secondary school to guide students to imagine performance strategy

Stimulate students' imagination through language In the process of forming their own knowledge system, technical secondary school students need teachers to guide them effectively through language, so language is also the key for students to master knowledge and skills. In the dance teaching of technical secondary schools, dance teachers should subtly stimulate students' performance imagination through language, so that students can establish the concept of performance imagination [3]. With the help of language, dance teachers describe dance works and artistic conception to students, so that students can imagine the movements in dance works, and explain the emotions contained in dance to students, so as to help students deeply understand and master dance emotions in dance learning. Taking the training of "flicking and lifting legs" in dance teaching as an example, teachers can use language to tell students about the skills of relevant movement techniques, requiring students to swing their calves outward as quickly as the whips, with the strength of their legs concentrated on the toes. Through the language description of the dance teacher, guide the students to imagine, which is helpful for the students to understand the dance movement more deeply. In the dance teaching of technical secondary schools, dance teachers need to pay attention to the performance methods of dance movements when using descriptive language to arouse students' imagination, so as to ensure that students have a good cognition of dance movements. During dance teaching, teachers should use language that is easy for students to understand and easy to understand to describe, so as to reasonably add imaginative language on this basis, so that students can fully understand the content and artistic conception expressed by teachers, gradually enhance students' imagination, and lay a solid foundation for future dance movement training.

2.2 Rational use of dance examples

In the process of guiding students to imagine performance, dance teachers in technical secondary schools should introduce successful examples of dance, so that students can constantly improve their own dance performance level combined with practical examples of dance. To the "harvest season" the dance works with national characteristics, for example, when the background music, the dance performers dance with music, immersed in their own imagination, the audience can from performers dance movements, the expression of feel the joy of harvest, dance performers in the process of performing a smile, to show the audience the cheerful dance moves, the harvest atmosphere created by the audience all yearn for, take the initiative to imagine xinjiang grape harvest scene. Thus, in the performance of "Harvest Season", once the dancers lack good performance imagination ability, it is difficult to arouse the resonance and recognition of the audience. Performance imagination can make the dance performance restore the real scene to the greatest extent, and further improve the effect of dance performance. Therefore, in the dance teaching of secondary school, dance teachers show examples of dance works for students in class, which is helpful to stimulate students' emotions, mobilize students' imagination, and better guide students to perform imagination.

2.3 Guide students to feel real life

If you want to become an excellent dance performer, on the one hand, you need to master solid dance theoretical knowledge and enough dance performance experience, on the other hand, you should also have rich life experience. Only by constantly expanding your life vision and enhancing your cultural literacy, can you present excellent dance works to the audience. For technical secondary school dance teaching, teachers should pay more attention to guide students to observe the actual life, take the initiative to find stories and various details of life, deeply understand the joys and sorrows of life, and to the feeling of life and experience will be properly into the dance works are shown to the audience, so as to complete the secondary ChuangZu dance works and performances. In the process of dance teaching, dance teachers should correctly recognize the positive impact of life on dance, form a correct concept of life-oriented education, guide students to take the initiative to feel life, and imagine and describe life in dance performance. Therefore, students should be good at carefully observing the scenes in life from different angles and levels, combining various emotions in life, showing these emotions through dance performances, so as to give more profound emotions to dance works, and also help enhance students' performance imagination. In addition, in the process of dance teaching, teachers should also guide students to fully imagine the characters, living environment and life experience in dance works, so as to further highlight the performance effect of dance works.

2.4 Deeply feel the connotation of dance works

In the dance teaching of technical secondary school, dance teachers not only teach students dance theoretical knowledge and dance movements, but more importantly, guide students to fully and accurately grasp the creation background, author experience, character image, details and so on contained in dance works, so that students can fully understand and master the profound connotation of dance works. In the process of guiding students to feel the connotation of dance works, teachers need to pay attention to the cultivation of students' imagination, so that students can accurately understand the characters in the works, and effectively combine their personal emotions with the dance works, so as to accurately grasp the connotation and thoughts and emotions of the works. In dance training, dance teachers can make students improvise to show their personal imagination and life experience, and encourage students to use dance movements and body language to present life and show specific things. Through this nonverbal dance training, it is more conducive to enhance students' performance imagination, enable students to have a deeper understanding of dance works, improve students' imagination ability, dance performance ability, thinking ability and creative ability in an all-round way, so as to promote the improvement of students' performance quality.

3. CONCLUSION

To sum up, dance teaching in technical secondary school students show imagination plays an important role, so secondary dance teacher needs to know the students' psychological characteristics, reasonable and effective to adopt diversified teaching models and rich visual, interesting dance teaching, to strengthen students' performance in the process of dance teaching thought guidance, training students' ability to imagine, To enable students to show their imagination and thinking through dance movements, so as to promote the continuous improvement of

students' dance performance level.

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