

Research on the development dilemma and strategy of hip-hop dance enter into College Physical Education Curriculum

ABSTRACT:

Hip-hop dance in colleges and universities is not only the need of physical education curriculum reform, but also an important way for students to improve their character, improve their comprehensive ability and exercise their psychological quality. Based on the research methods of literature and text analysis, it is found that there are four problems: single teaching content and form, lack of clear teaching objectives, lack of training and reward systems, and lack of professional teachers. Accordingly, four countermeasures are put forward: adding Chinese elements into hip-hop teaching, establishing hip-hop teaching objectives, constructing a complete system from teaching to competition, and strengthening the professional skills and cultural literacy of teachers.

Key words: Hip-hop Dance; College Physical Education Curriculum; Strategy

1. INTRODUCTION:

A core component of the hip-hop dance is a form of music established in the 1970s Bronx, where urban street activities such as break dancing, graffiti, and rhythmic "fights" are plentiful, and more popular. The term is "rap music". It originated from the 'hip-hop culture' of African Americans, and it is also one of the manifestations of the younger generation's pursuit of freedom and self-esteem. In the wave of globalization, college students' study pressure and employment pressure are not weak. College physical education has become an important part of students' physical fitness and pressure relief. In order to realize the 'Four Greats' in the new era, realize the goals of college physical education reform, improve students' sports skills, employment competitiveness and promote healthy physical and mental development, adding hip-hop sports to college physical education courses can not only meet the development needs of the times, but also it is better to promote the improvement of students' quality and literacy.

1.THE RELATIONSHIP BETWEEN HIP-HOP DANCE AND COLLEGE PHYSICAL EDUCATION CURRICULUM

Since the hip-hop dance was introduced into China in the mid-1980s, Chinese scholars have carried out research on it one after another. As for the relationship between hip-hop dance and colleges and universities, scholar Zhang Yuanrong first analyzed its feasibility. Starting from the fitness and heart-building value of hip-hop dance, cultivating students' interest in sports and lifelong sports consciousness, and promoting the entertainment of physical education teaching, she discussed the feasibility of setting up hip-hop dance courses in college physical education, and believed that with its characteristics and exercise value, Hip hop dance can be included in the college physical education curriculum as a part of the sports dance family. After analyzing its feasibility, scholars Huang Lu and others immediately designed the overall framework of hip-hop teaching materials in colleges and universities, based on the curriculum value and development status, they expanded the target orientation, construction principles and main contents of hip-hop teaching materials, both in theory and practice, both have further promoted the development of hip-hop dance courses in colleges and universities, and made the domestic hip-hop dance courses to a higher level[2] . Scholars Wang Ying[3] and Li Jun[4] studied the college hip-hop dance course from the perspective of course construction and teaching practice, and constructed the college hip-hop dance course teaching system for college students to take elective courses. The above is only a rare research on hip-hop college curriculum in the 1980s and 1990s. In the 21st century, the research on the relationship between universities and hip-hop courses is still to be continued.

2.THE EFFECT OF HIP-HOP DANCE ON COLLEGE PHYSICAL EDUCATION CURRICULUM

2.1 CHARACTERISTICS AND VALUE OF HIP-HOP DANCE

As an emerging sport, hip-hop is very popular in colleges and universities because of its youth, coolness, personality and other characteristics. On the one hand, the introduction

of hip-hop courses can enrich the teaching content, and on the other hand, it can also allow students to develop a sense of self-exercise. into the habit of physical exercise. In terms of characteristics, hip-hop dance has action characteristics (rhythmical movement, body flexibility), cultural characteristics (freedom, spirituality), music characteristics (strong rhythm), clothing characteristics (fashion, super dazzling), Choreography characteristics (body comprehensiveness, moderation) [5] .

Hip-hop is not only a member of the sports world, but also belongs to the category of art. In view of the value and function of hip-hop, some scholars at home and abroad have carried out relevant discussions.

Song Ke and Xu Haibin stated in "The Physical and Physical Effects of Female College Students in the Hip-hop Training Team"[6] that long-term participation in the sport of hip-hop can not only make positive changes in their physical fitness and body shape, but also help them relieve stress Ding Shiyong et al. [7] conducted an experimental analysis during the research process and found that the value of hip-hop dance is reflected in many aspects, both for fitness and mental health, and it has certain artistic value. It can also make people full of vitality. Frequent participation in hip-hop dance can make people more sunny and cheerful; Zhang Lei, in "Cultural Characteristics and Functions of Hip-hop dance"[8], analyzes the impact of hip-hop dance on people's behavior from a sociological point of view. Cultural functions in socialization, values, social and economic development, implementation of national fitness strategy, and building a harmonious society.

Foreign scholar Saleeby[9] pointed out that the hip-hop dance as a whole strengthened the propaganda resilience of the views affected by it, and gave the audience a sense of belonging consistent with these power-based values; when focusing on the music of the hip-hop dance At this point, consider the description of social issues in the lyrics of its music. Preliminary research suggests that the use of hip-hop music in therapy is effective for adults with substance use problems[10]; some scholars, such as Bruce and Davis [11], have incorporated hip-hop into their curricula as a means of preventing violence. Therefore, before hip-hop is recognized as a feasible, empirical intervention, considerable attention must be paid to its potential benefit and efficacy in the treatment of adult populations.

Because hip-hop dance is completed by walking, running, jumping and their changes, as well as the coordination of all joints of the whole body, it has more movement for small joints and small muscles, which can make exercise more comprehensive and help the sensitivity of the body, so there is no doubt about the sports value of hip-hop dance; Hip

hop dance has also built a communication platform for us. In the process of exercise, we can make friends with similar interests. It can be said that hip hop dance is not only a link to realize people's friendship, but also a physical language to communicate with different countries and nationalities. A beautiful dance music can bring together the emotions of different countries and nationalities. It is an art that can not be replaced by any language. All these represent the sociological value of hip-hop dance.

2.2 DEMAND OF COLLEGE PHYSICAL EDUCATION CURRICULUM REFORM AND INNOVATION

Although hip-hop is an "exotic product", with the continuous popularization and development of hip-hop, relevant sports authorities are also actively guiding hip-hop to the direction of healthy and standardized development[12], since 2003, the State Sports General Administration began to promote aerobics, dance, hip-hop running projects, and organized competitions with private enterprises, which greatly encouraged the development of the project, which also allowed those engaged in sports in colleges and universities. Saw "fresh blood". And with the continuous deepening of education reform, the goal of physical education has been gradually improved, that is, physical education in colleges and universities also requires the guiding ideology of health first, to cultivate students into talents integrating morality, intelligence, body, beauty and labor. That is, moral education (sports spirit, sports norms, sports ethics), intellectual education (divergent thinking, way of thinking, guiding oneself in thinking, inspiring others in spirit, and being the engine of oneself at all times. Be a sensible person, and be in line with the times. advanced people), sports (healthy physique, sports knowledge), aesthetic education (aesthetic awareness), labor education (active participation in group activities, practical activities, all-round development, leisure and entertainment orientation) [6]. The hip-hop dance has impacted and infected people from all walks of life and student groups with a new cultural style, which can help students improve their sense of self-satisfaction, guide correct values, and improve their learning consciousness. Improve sports level, cultivate will and behavior habits, inherit sports spirit and cultivate excellent quality. To enrich the cultural life of the campus to add luster. Adding hip-hop courses as the choice of the teaching content of physical education courses in colleges and universities can improve students' interest in learning to a certain extent. It just meets the needs of college physical education curriculum reform and college physical education teaching goals, that is to say, let hip-hop sports enter college physical education curriculum,

centering on the comprehensive development of people's personality as the "axis", with the comprehensive development of quality, ability and social relations as the "internal". "Conditional Wings" promotes the all-round development of students, and can also reflect that college courses are based on actual conditions, constantly develop and innovate, expand development space for students, create promotion platforms and provide opportunities for display.

2.3 ENRICH THE CURRENT TEACHING CONTENT

The times are constantly progressing, and college students have higher and higher requirements for physical education teaching in colleges and universities. It is the general trend to add new content and elements to physical education teaching activities. In the past, the construction and implementation of physical education courses were easily bound by the ideological constraints of traditional sports concepts. The current physical education teaching still pays more attention to the teaching of teaching skills, lacks the individualized training of students, and ignores the teaching of fitness values in physical education teaching itself. For non-sports students, it is difficult to learn and master sports professional skills, and the school cannot provide enough venues, equipment and facilities. Therefore, updating teachers' teaching content and choosing reasonable and effective teaching methods and means must be faced by physical education teachers in the new era. Hip-hop dance can enrich, supplement and improve the current teaching content. Compared with traditional sports, hip-hop sports effectively avoid the shortcomings of being too rigid, boring, and boring, and out of touch with lifelong sports, and not only improves students' consciousness of participating in physical exercise. It is also conducive to promoting the development of lifelong sports habits of students.

2.4 NEEDS OF STUDENTS' COMPREHENSIVE DEVELOPMENT

First, improve your character. Modern college students are basically born after 2000, and most of them are the only children in their families under the influence of the national family planning policy. The disadvantage is that some of the only children are withdrawn and self-centered, afraid to show themselves too much and lack self-efficacy. And structure of hip-hop dance, clothing, music can drive the practitioner is blended in among them, the dancers can according to their own ideas, so that we can let the exercisers depressive nerve relax, can fully express mental pressure, promote practitioners form sunshine, lively and cheerful, dare to show ego, challenge the timid character, improve

the students' ability of social adaptation.

Second, physical quality. Flexibility, strength, speed, endurance, physical coordination, sensitive response, hard-working and strong will. The basic rhythm of hip-hop dance is conducive to the buffering of all joints of the body and the enhancement of muscle strength and endurance. It is suitable for beginners and basic students to improve their skills and physical quality. Regular practice helps to improve immunity, strengthen muscle endurance and cardiopulmonary function, and improve the body's sports skills and endurance. Hip hop music is dynamic and expressive. With the accompaniment of music, it can improve the sense of music and dance, improve the stiffness and coordination of limbs, and make the movement consistent with the music.

Third, comprehensive ability. As a skill, hip-hop dance needs long-term and scientific practice if you want to practice well. In group practice and group presentation, learn to listen, help and tolerate each other, and form the habit of urging each other to learn; In the self-evaluation and mutual evaluation of teachers, students and students in the after-school summary, find out the omissions and fill the gaps in time. Leadership, self-confidence, listening and seeing, good at finding problems, analyzing and solving problems. Cultivate the habit and awareness of communication and cooperation, "refine one subject, know two subjects, and master three subjects", so as to improve students' comprehensive ability.

Fourth, psychological quality. With the development of economy, the competitive pressure of social employment is rising, and the requirements for the psychological endurance of job seekers are also increasing day by day. According to the randomness, plasticity and infectivity of hip-hop dance, students can open their hearts, release their ID, publicize their personality and promote their all-round development. Learn and master skills while diverting attention and pleasing the body and mind. They have improved their abilities and broadened their thinking. Their psychological activities are no longer limited to their own world. They dare to integrate into the collective, understand cooperation, and have a sense of the overall situation. While thinking and experiencing happiness, students can divert their attention, overcome impetuosity and improve their frustration resistance and pressure resistance. It is not only limited to the self world, but also conducive to guiding contemporary college students to establish a sunshine mentality of 'life abuse me thousands of times, and I treat life as if I first meet it'.

3.PROBLEMS IN DEVELOPING HIP-HOP DANCE IN COLLEGES AND

UNIVERSITIES

3.1 A SINGLE FORM OF TEACHING CONTENT

Teaching content is a way to achieve learning objectives. The establishment of teaching content should closely focus on the overall goal of the curriculum, and take it as the starting point of determining the content according to the guiding ideology of 'health first'. Hip-hop is a relatively "young" sport. Although hip-hop has developed rapidly in my country, there is still a certain gap compared with Western countries, and there are relatively few curriculum arrangements and references. Tian Xiaoru pointed out in the article "Research on the Current Situation of Hip-hop in Colleges and Universities in Hubei Province"[13] that although teaching has improved the overall mental state of students, the content of teaching content, the amount of class hours, and the teaching form cannot meet the needs of students. The paper also points out that the teaching methods are too single and lack innovation.

3.2 LACK OF CLEAR TEACHING OBJECTIVES

The teaching objectives, ranging from the objectives of lifelong physical education and comprehensive quality education to the five basic and development objectives of physical education curriculum teaching determined according to the five learning areas, run through the whole teaching system of hip-hop dance. It is necessary to design the arrangement of hip-hop dance curriculum content around the curriculum objectives at all times. This means that the objectives of the five learning areas should serve the overall goal of physical education curriculum. However, the analysis of teaching objectives by some institutions and schools is still unclear. For example, through the investigation of the current situation of College hip-hop dance in Zhuzhou City, scholars Zuo but Fei found that there is no formal hip-hop competition system, no full-time hip-hop referee, no unified management mechanism, and the development of hip-hop dance lacks formal and unified guidance and development goals[14].

3.3 LACK OF TRAINING AND REWARD SYSTEM

At the same time, for hip-hop dance, there is also a lack of corresponding training and reward system in Colleges and universities. Its training system is not perfect, and there is

no relatively complete training content. It is basically based on the internal group training of student associations, and there are great limitations in the training due to the lack of guidance from professional teachers. For example, Zhou Xinle investigated the current situation of hip-hop dance in Guangdong Vocational and Technical College of light industry, and believed that the coaches of the team should select targeted materials and formulate training plans at different stages reasonably and scientifically[15]. In addition, colleges and universities have not issued relevant reward mechanisms for sports events, which can not well mobilize students' learning initiative and enthusiasm, and is not conducive to cultivating students' habits and abilities of lifelong sports.

3.4 LACK OF PROFESSIONAL TEACHERS

Scholars Zuo butai et al. investigated the street dance in colleges and universities in Zhuzhou City and found that the teachers of street dance in colleges and universities in Zhuzhou are generally students in school, and they are generally junior and senior students. Because they are about to face the problems of graduation and employment, they can't devote themselves to teaching. In addition, because many colleges and universities do not carry out hip-hop related courses at this stage, many college physical education teachers can't start even if they want to carry out hip-hop activities. At the same time, college teachers themselves will face the pressure of life and teaching, and they don't have more time to participate in training and further study, which limits the development of their own hip-hop level. Its dance style and level are also limited, which is not conducive to teachers' teaching according to their aptitude. While teaching students , they are less innovative and attractive.

4.STRATEGIES OF HIP-HOP DANCE ENTERING COLLEGE PHYSICAL EDUCATION CURRICULUM

4.1 ADD APPROPRIATE CHINESE ELEMENTS TO HIP-HOP TEACHING

In the process of hip-hop dance teaching, first determine the theme, and the theme content is consistent with the mainstream values of hip-hop dance. Then select the type of hip-hop dance movement according to the theme, pay attention to the characteristics of hip-hop dance when arranging the teaching actions, and add the actions with Chinese elements at the appropriate time. Finally, use the appropriate Chinese element music

and Chinese element clothing, The proper application of Chinese elements in hip-hop dance can not only reflect the style and characteristics of hip-hop dance, but also enhance students' cultural self-confidence. Therefore, teachers can not simply consider which Chinese elements to integrate, but to find an appropriate entry point, so that Chinese elements can be combined with hip-hop dance and can be used in teaching.

4.2 ESTABLISH CORRESPONDING TEACHING OBJECTIVES OF HIP-HOP DANCE

Hip hop dance itself has a certain interest, fashion and excitement, which can meet the needs of modern college students to pursue the trend[16]. However, because the hip-hop dance looks like an 'idler' young people's movement on the surface, some old teachers will have a prejudice. Therefore, if hip-hop dance wants to get a place in college physical education curriculum, it is necessary to formulate teaching objectives in line with students, and first of all, it is necessary to interpret its essential meaning. In short, the teaching objectives of hip-hop dance in Colleges and universities should be based on the physical and mental characteristics and physical quality of students. At the same time, according to the characteristics of different regions, we should formulate teaching objectives of different majors, non majors and genders. Secondly, we can refer to the formulation of the goals of the hip-hop dance curriculum by scholars Zhu Xuanmin et al[17]. and several implementation paths of the hip-hop dance curriculum proposed, which closely focus on the positioning and orientation of the "five-in-one" goal.

4.3 BUILD A COMPLETE SYSTEM OF HIP-HOP DANCE FROM TEACHING TO COMPETITION

Any sports activity should have a system from teaching, training to competition. With the development of hip-hop dance, all colleges and universities also have corresponding professional events. However, different from other competitive sports, it takes fitness and entertainment as the main purpose and cannot pursue the utilitarianism it brings. Instead, it should emphasize enriching campus sports culture and broadening students' development thinking, This can stimulate schools to participate in hip-hop dance. Therefore, when hip-hop dance enters the physical education curriculum, we should build a system from teaching, training to competition, and reasonably arrange the system of teaching week, training week and competition week. At the same time, there should be an event reward system to stimulate students' participation, so as to effectively

promote hip-hop dance.

4.4 STRENGTHEN THE PROFESSIONAL SKILLS AND CULTURAL LITERACY OF TEACHERS

First of all, we can try to use social resources and invite performers and hip-hop dance fitness clubs to teach together with teachers in schools. Secondly, college hip-hop dance teachers themselves should also learn hip-hop dance skills through various channels, improve the teaching level of hip-hop dance, and use their spare time to learn through the Internet. At the same time, college hip-hop dance teachers should also pay attention to the improvement of their own cultural heritage, correctly add Chinese elements to the teaching of hip-hop dance, and be able to correct teaching problems in time, Keep pace with the times, improve their teaching level, maintain their teacher image, improve their cultural literacy and behavior, and guide students to develop correct values and outlook on life through hip-hop dance.

REFERENCES:

1. Zhang Yuanrong. Feasibility Analysis of Hip-hop Course in Colleges and Universities [J]. Journal of Physical Education, 2004(03):74-75.
2. Huang Lu, Wu Yinbo. The overall framework design of the textbook "Hip-hop" in ordinary colleges and universities [J]. Journal of Shandong Institute of Physical Education, 2005(01):88-90.
3. Wang Ying. Construction and practice of fitness hip-hop courses in colleges and universities [J]. Journal of Physical Education, 2009, 16(03): 52-54.
4. Li Jun, You Jiangbo. Research on the construction and teaching strategy innovation of fitness hip-hop courses for girls in ordinary colleges and universities [J]. Journal of Shandong Institute of Physical Education, 2008(07): 83-85.
5. Cong Shirui. Feasibility study on the establishment of hip-hop dance special courses in physical education major of Shanghai Institute of Physical Education [D]. Shanghai Institute of Physical Education, 2013.
6. Song Ke, Xu Haibin. The influence of hip-hop training on female college students' mind and body [J]. Sports World, 2006(10): 61-63.
7. Ding Shiyong, Wu Yannian. Analysis and research on the classification of street dance and its main movement characteristics [J]. Journal of Guangzhou Institute of Physical

Education, 2005, 5(3), 46-47.

8.Zhang Lei. Cultural characteristics and functions of hip-hop dance [J]. Sports Science Research, 2007, 11(4): 47-49.

9.Saleeby, D. The Strengths based perspective in social work: Extensions and cautions. Social Work[J].1996,41(3),296–305.

10.Tyson, E. H. Hip-hop therapy: An exploratory study of a rap music intervention with at-risk and delinquent youth. Journal of Poetry Therapy[J].2002,15(3),131–144.

11. Bruce, H.E., & Davis, B. D. Slam: Hip-hop meets poetry—a strategy for violence intervention. English Journal[J].2000,5,119–127.

12. Wu Yannian, Liu Ye. Research on the Value of Street Dance Movement [J]. Journal of Guangzhou Institute of Physical Education, 2007(1):105-107.

13. Tian Xiaoru. Research on the current situation of street dance development in colleges and universities in Hubei Province [J]. Qunwen Tiandi, 2012(6):184-185.

14. Zuo Fei, Fu Yanni, Zhang Tianhang. Investigation and analysis of the current situation of popular street dance in colleges and universities in Chenzhou City [J]. Contemporary Sports Science and Technology, 2014,4(25):122+124.

15. Zhou Xinle. Research on the current situation of street dance development in Guangdong Light Industry Vocational and Technical College [J]. Contemporary Sports Science and Technology, 2019,9(29):150-151.

16. Si Shumei. Feasibility study of fitness hip-hop into public physical education classes in colleges and universities [J]. Education and Teaching Forum, 2019(51):211-212.

17. Zhu Xuanmin, Liu Qingjian. Based on the "five-in-one" goal system to explore the positioning and implementation of the goal of hip-hop dance in colleges and universities [J]. Journal of Guangxi Normal University for Nationalities, 2021, 38(03): 111-115.