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Reform and Practice of Teaching Kindergartenance in Higher Education Institutions in the Information Age

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Abstract

The purpose of this paper is to explore the current situation of teaching kindergarten dance in higher education institutions and propose measures for reform. This paper uses PSO optimization algorithm to determine the number of neurons in the input-output layer neuronal machine implicit layer neurons and conversion function, optimize the neural network, and build a teaching evaluation model for kindergarten teachers' dance teaching construction. And the evaluation system is used to analyze the ECE dance courses in higher education institutions in terms of teaching methods, teaching contents and teaching effects, and to propose improvement plans. At present, the teaching quality of dance in higher vocational institutions does not fully meet the requirements of work, 16 students said their dance ability cannot guide their work well; teaching satisfaction is basically only 60%-70%, indicating that the satisfaction and effect of teaching effect is not good; teaching methods are old and need to be improved, the utilization rate of multimedia is only 20%, and new teaching methods such as performance and competition only account for 30%, only the teaching methods are old and need to be improved. There are still many problems in the teaching of ECE dance in higher vocational institutions, which need further research and improvement.

Keywords: *Information age, ECE dance, teaching reform, preschool education, neural network*

Introduction

The national attention to preschool children's education is increasing dramatically, so preschool education has become a very popular major in China and has a good job market (Xuan W). Higher preschool education majors mainly train talents to work in early childhood education for the society (Gökalp, Barut, & Mentese, 2010; Pan L, 2018). The early childhood dance class, as a required professional course for preschool education majors, plays a very important role in the employment of students after graduation. In the context of the increasing diversification and enhancement of preschool education requirements, more and more parents are striving for better educational resources for their children, which makes the quality resources tight (W.). In this context, the same has caused a shortage of excellent early childhood teacher resources, and an even greater shortage of excellent teachers with the ability to perform and create dance choreography(Q. X. U., 2015).

In their study, they suggested that under the background of "double-high plan", the preschool

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education majors in Chinese higher education institutions should be based on the current development background of vocational education and seek a stable development plan under the guidance of relevant national documents. In their study, they suggested that under the background of "double-high plan", the preschool education majors in Chinese higher education institutions should be based on the current development background of vocational education, and seek the stable development plan under the guidance of relevant national documents. The literature (Guo B, 2015) mainly focuses on the reform of curriculum and teaching materials and teaching methods in the context of the "double-high plan", and the research is carried out from the perspective of intelligent curriculum construction of professional clusters.

The research was conducted from the perspective of intelligent curriculum construction of professional clusters. The literature (Chen W, 2019; Stevens, 2010) researched the teaching of dance courses for early childhood teachers and proposed a more suitable dance teaching content and curriculum integration plan for early childhood teacher training. In the study of related topics, literature (Tsompanaki, 2019) put forward the problems and reform programs of dance teaching curriculum of preschool education majors in higher education institutions, covering several aspects such as the objectives, current situation and reform programs of dance teaching. In the literature (Biber, 2016),.

It is proposed that some preschool education majors regard the dance course as a compulsory basic course to cultivate students' dancing ability, and teachers should fully mobilize students' enthusiasm to learn dance through rich and diversified teaching contents, step-by-step teaching methods and in-depth teaching methods, so as to stimulate students' understanding and creativity of dance and thus realize the process of "continuous learning". The teacher should fully motivate students to learn dance through a variety of teaching contents, step-by-step teaching methods and in-depth teaching methods, so as to stimulate students' understanding and creativity of dance, thus realizing the transition from the process of "continuous learning" to the process of "innovative learning".

The literature (Hamza, 2006) argues that the key reason for the low quality of classroom teaching and the poor learning condition of students is that teachers ignore students' real life, and teachers often put their teaching contents on top of students' existing experiences, so that students cannot reach a tacit understanding with teachers well. The literature (L.-J. Y. U., 2018) takes the creation of dance for young children as an example and conducts a study on dance teaching in preschool education majors.

Through an in-depth analysis of the teaching materials, it discusses the main problems in the teaching content of dance courses in higher education institutions at present and comes up with a plan to optimize the teaching design. The literature (Fu, 2013) researched from the aspect of teaching system design, and he proposed to build a more reasonable and effective dance teaching program by analyzing the objectives and content reform of dance course teaching. In their study,

they divided the research on dance teaching of higher preschool education majors into two levels: theoretical and practical(X., 2019). On the one hand, theoretical research came up with the idea of building quality education, and on the other hand, practical research came up with the reform of dance teaching in the form of skills competition.

The literature (C. L.; Y.) suggests that the current curriculum of preschool dance in universities has serious problems in terms of emphasis on skill classes rather than theory classes, the teaching method is particularly single, and students lack the ability to create dance for young children, and suggests that courses related to theoretical knowledge of dance such as the culture of folk dance need to be enhanced. The literature (S. L.)

suggests that China still lacks a complete and scientific system of dance initiation education for young children, and that young children generally have their own developmental rules, so dance initiation education for young children should be developed around the essential characteristics and meaning of dance, in order to achieve the purpose of enlightening young children's minds, enriching their emotions, cultivating their creative abilities, and ultimately enhancing the meaning of life.

This paper studies the teaching effectiveness of teaching dance to kindergarten teachers in higher education institutions based on the improved neural network teaching evaluation model, and proposes improvement measures.

This paper firstly describes the basic elements of the artificial neuron model; then introduces the basic learning algorithms of artificial neural network, including error correction learning algorithm, Hebb learning algorithm, and competition learning algorithm. The PSO optimization neural network is used to train and optimize the model, determine the input layer output layer neurons, the number of neurons in the hidden layer and the neuron transformation function, and construct the model structure of the network evaluation subsystem.

The evaluation model is used to analyze the current situation of dance teaching for kindergarten teachers, analyze its teaching effect in terms of dance training methods, satisfaction of teaching contents, and effectiveness of teaching, and explore the areas that need improvement. This paper aims to provide reference values for teaching early childhood dance in higher education institutions.

Optimize the neural network teaching quality evaluation model

Artificial neuron model

An artificial neural network is a parallel and distributed information processing network structure, which generally consists of many neurons, each with a single output, which can be connected to many other neurons with multiple connection pathways for its inputs, each corresponding to a connection weight coefficient. Figure 1 shows the neuron model.

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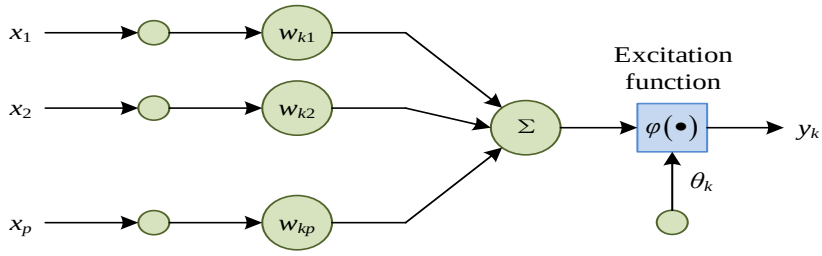

Figure 1: Neuronmodel

Neuron model as the basic unit of neural network, it has four basic elements: A set of connection rights (corresponding to the synapses of biological neurons), the strength of the connection is indicated by the weight on each connection, with a positive weight indicating excitation and a negative one indicating inhibition. A summation unit to find the weighted sum of each input information (linear combination). A nonlinear excitation function, which acts as a nonlinear mapping and limits the neuron output amplitude within a certain range.

Threshold $\boldsymbol{\theta_k}$. The above roles can be expressed mathematically as:

$$u_k = \sum_{j=1}^{p} w_{kj}\, x_j \quad (1)$$

$$v_k = u_k - \theta_k \quad (2)$$

$$y_k = \varphi(v_k) \quad (3)$$

Where $x_1, x_2, \ldots x_p$ is the input signal, $w_{k1}, w_{k2} \cdots w_{kp}$ is the weight of neuron k, u_k is the result of linear combination, and $\boldsymbol{\theta_k}$ is the threshold value. $\varphi(\bullet)$is the excitation function, and y_k is the output of neuron $\boldsymbol{k}$. The excitation function $\varphi(\bullet)$has several forms as follows:

Threshold function:

$$\varphi(v) = \begin{cases} 1, v \geq 0 \\ 0, v < 0 \end{cases} \quad (4)$$

Segmented linear function:

$$\varphi(v) = \begin{cases} 1, v \geq 1 \\ \frac{1}{2}(1+v), -1 < v < 1 \\ 0, v \leq -1 \end{cases} \quad (5)$$

It is similar to a linear amplifier with limiting, when working in the linear region, it has an

amplification of 1/2.

S-type function:

$$\varphi(v)=\frac{1}{1+\exp(-v)} \quad (6)$$

S-shaped functions are smooth and asymptotic and maintain monotonicity.

Artificial neural network learning algorithm

Error correction learning

Let $y_k(n)$ be the actual output of neuron ***k*** at the moment ***n*** for input $x_k(n)$ and $d_k(n)$ denote the due output (which can be given by the training sample), then the error signal can be written as:

$$e_k(n)=d_k(n)-y_k(n) \quad (7)$$

The ultimate goal of error correction learning is to minimize some $e_k(n)$-based objective function so that the actual output of each output unit in the network approximates the proper output in some statistical sense. Once the form of the objective function is selected, error correction learning becomes a typical optimization problem. The most commonly used objective function is the mean-squared error criterion, defined as the mean value of the sum of squared errors:

$$J=E\left[\frac{1}{2}\sum_k e_k^{2^2}(n)\right] \quad (8)$$

Where ***E*** is the expectation operator, the premise of the above equation is that the process being learned is smooth, and the specific method can be used in the optimal gradient descent method. The statistical properties of the whole process need to be known when using ***J*** directly as the objective function, and to solve this problem, the instantaneous value ***ξ(n)*** of ***J*** at moment ***n*** is usually used instead, i.e.:

$$\xi(n)=\frac{1}{2}\sum_k e_k{}^2(n) \quad (9)$$

.

The problem becomes to find the minimal value of $\xi(n)$ for the weight ω, which is obtained by the gradient descent method:

$$\Delta\omega_{kj}=\eta e_k(n)x_j(n) \quad (10)$$

where η is the learning step, which is commonly referred to as the error correction learning rule.

Hebb learning

The learning rule proposed by neuropsychologist Hebb can be summarized as "when the neurons at both ends of a synapse (connection) are activated (either by the same activation or by the same inhibition), the strength of the connection should be enhanced and vice versa". Mathematically, it can be described as follows:

$$\Delta\omega_{kj} = F\left(y_k(n)x_j(n)\right) \quad (11)$$

where $y_k(n)$ and $x_j(n)$ are the states of the neurons at both ends of ω_{kj}, respectively, where one of the most commonly used cases is:

$$\Delta\omega_{kj} = \eta y_k(n)x_j(n) \quad (12)$$

Since $\Delta\omega_{kj}$ is proportionally related to $y_k(n)$ and $x_j(n)$, it is sometimes called a correlation learning rule.

Competitive learning

As the name implies, in competitive learning, the output units of the network compete with each other to reach the point where only the strongest one is activated. The most common case is that there is a lateral inhibition connection between the output neurons, so that if one of the output units is stronger, it will win and inhibit the other units, and only some of the strongest ones will be activated in the end. A common competitive learning rule can be written as:

$$\Delta\omega_{kj} = \begin{cases} \eta\left(x_i - \omega_{ji}\right), & \text{If neuron } j \text{ wins the competition} \\ 0, & \text{If neuron } j \text{ fails to compete} \end{cases} \quad (13)$$

Neural Network Training for PSO Optimization

The neural network training part of PSO optimization is the core part of this system, so it will focus on the model structure of training, training algorithm, etc.

Classroom teaching quality neural network evaluation subsystem model structure

The choice of network model structure is a very important task, and a good choice can reduce the number of network training and improve the network learning accuracy.

Determination of the number of neurons in the input layer

There are 16 secondary indicators in the classroom teaching evaluation subsystem, and the number of input layers is taken as n=16.

Determination of the number of neurons in the output layer

The evaluation results of the classroom teaching evaluation subsystem are used as the output of

the network, so the number of output layers is m=1.

Determination of the number of implied layers of the network

According to Kosmogorov's theorem, under the condition of reasonable structure and proper weights, the 3-layer BP network can approximate any continuous function, therefore, we choose the 3-layer BP network with relatively simple structure.

Determination of the number of neurons in the hidden layer

In general, the number of neurons in the hidden layer is determined according to the good or bad convergence performance of the network, and the empirical formula is derived on the basis of summarizing a large number of network structures:

$$s = \sqrt{0.43nm + 0.12m^2 + 2.54n + 0.77m + 0.35} + 0.51 \quad (14)$$

According to the above equation, the number of neurons in the hidden layer $s = 8$ can be derived.

(5) The determination of neuron conversion function

BP neural network neuron conversion function, generally are used S-type, the function form is:

$$f(x) = \frac{1}{1+e^{-x}} \quad (15)$$

(6) Determination of the model structure

From the above results, the BP neural network model structure can be determined as shown in Figure 2:

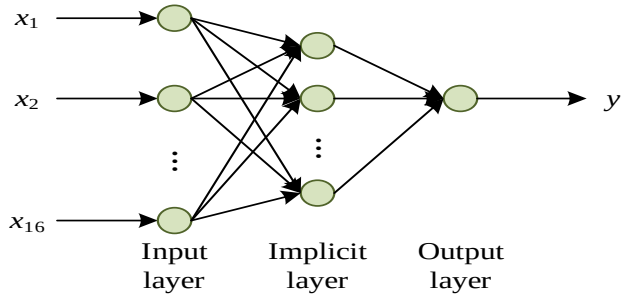

Figure 2: BP neural network model structure

Neural network training

Table 1 shows the 14 sets of sample data for network training: the first 10 sets are training data and the last 4 sets are testing data. Table 2 shows the sample training results with expected values.

Table 1: Patterns data

Evaluation Indicators / Sample Serial number	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}	X_{11}	X_{12}	X_{13}	X_{14}	X_{15}	X_{16}	Evaluation Objectives
1	88	91	89	89	86	84	86	89	88	89	83	86	85	90	86	85	88
2	84	85	86	91	84	94	86	82	90	82	93	92	89	88	84	86	84
3	89	92	85	82	79	84	84	86	87	86	88	85	84	87	87	86	89
4	93	91	91	89	95	90	92	93	95	92	89	89	92	91	90	91	93
5	84	88	87	80	92	90	93	92	88	90	88	87	84	86	87	85	84
6	90	94	84	83	86	90	91	89	89	86	87	88	83	85	S8	86	90
7	80	83	85	85	85	89	89	87	84	82	83	85	81	83	83	86	80
8	89	87	91	92	92	88	91	89	92	94	91	90	87	88	93	94	89
9	82	87	77	83	93	87	87	86	84	90	78	82	81	84	90	84	82
10	91	90	86	87	87	90	92	89	92	90	90	91	88	92	92	94	91
11	92	91	92	91	90	92	93	91	92	91	89	90	92	91	92	93	93
12	89	89	89	91	94	91	92	85	92	90	90	91	89	92	91	92	92
13	84	85	83	87	88	89	91	91	88	86	81	82	84	86	85	86	84
14	86	87	89	89	90	89	90	89	86	88	85	84	84	87	87	87	86

Table 2: Training Result

Serial number	1	2	3	4	5	6	7	8	9	10
Expert Evaluation	0.473	0.416	0.264	0.938	0.442	0.358	0.000	0.827	0.027	1.000
Network output	0.4726	0.4162	0.2639	0.9364	0.4422	0.3579	-0.0009	0.8347	0.0278	0.9940

Neural network evaluation of PSO optimization

Once the neural network training phase is complete, the weights and threshold values are established, enabling the evaluation of the neural network. With 16 input values provided, the network proceeds to derive the corresponding evaluation results. In order to assess the reliability and performance of the neural network, the last four sets of data from the dataset are exclusively utilized for testing purposes.

During this evaluation process, the output evaluation targets generated by the network are compared to the actual evaluation targets. This step allows for the calculation of the error between the two, enabling an assessment of whether the network's performance meets the desired requirements. By scrutinizing the disparity between the output evaluation targets and the actual evaluation targets, it becomes possible to gauge the accuracy and precision of the neural network. This evaluation of error assists in determining the effectiveness of the trained model and its alignment with the desired performance standards. The normalized values of the last four sets of data in Table 3 are presented in Table 4.

Table 3: Normalised test values

label	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16
1	0.99	0.74	1.00	0.94	0.63	0.82	0.99	0.82	0.72	0.82	0.71	0.8	0.88	0.93	0.88	0.83
2	0.72	0.47	0.90	1.00	0.75	0.59	0.86	0.22	0.72	0.72	0.62	0.9	0.74	1.08	0.92	0.79
3	0.29	0.10	0.49	0.66	0.55	0.59	0.78	0.89	036	0.27	0.06	-0.17	0.26	0.32	0.31	0.19
4	0.99	0.74	1.00	0.94	0.63	0.82	0.99	0.58	0.18	0.82	0.71	0.80	0.88	0.93	0.88	0.83

The output results calculated by the neural network are: 0.923733, 0.9235, 0.1221, 0.3638, and the test error of the network can be obtained by comparing the evaluation target obtained after and normalization of this result with the actual evaluation target. It can be seen that the results obtained from the test are very close to the original data, that is, the model can determine the teaching effect more accurately according to each evaluation index.

Table 4: Test errors

Actual output	Network output	Error
98	92.3733	-0.6227
91	92.2684	0.2689
88	83.3766	-0.6289
89	85.9908	0.0099

Results and Analysis

Analysis of the current situation of dance teaching for kindergarten teachers

The teaching situation of kindergarten dance in H higher education institutions investigated in this study, and their teaching quality was analyzed by using the neural network teaching quality evaluation model. The following is the basic situation of their preschool dance graduates' dance ability in the actual work of kindergarten. It can be seen from Table 5 whether teaching ECE dance can guide your work: In recent years, most preschool education graduates think that they have learned to master knowledge about folk dance, basic dance training and early childhood dance, and some teachers have learned Chinese classical dance.

The mastery of these basic dance knowledge and skills of folk dance, dance basic training and early childhood dance and Chinese classical dance can well guide teachers in the practical work of early childhood due.

The fact that 16 students in the survey thought their dance ability could not guide their work well illustrates well the importance of dance to preschool students, and also proves that the mastery of dance ability has real guiding significance to kindergarten work.

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Table 5: Does your knowledge of dance guide you well in your work with young children?

Total number of people surveyed	Knowledge of dance acquired					Does it guide you well in the nursery?	
	Dance Foundation Training	Chinese Classical Dance	Ethnic Folk Dance	Early Childhood Dance	Latin Dance	Yes	No
Number of selectors	45	25	56	67	39	96	16
Percentage	40%	23%	50%	60%	35%	86%	14%

The analysis of practical dance skills in the implementation of specific kindergarten activities in Table 6 shows that the implementation of specific kindergarten activities, whether they are musical activities or other educational and teaching activities, requires teachers to use a combination of dance skills.

Teachers must use their dance knowledge and skills to adapt or create songs, dances, or dance festivals for themselves, their colleagues, and the children to participate in performances or competitions, and even to organize morning exercises and dance-related sports activities.

Table 6: Implementation of practical dance skills in specific kindergarten work

List of activities	Content	Implementation and results
Music Activities	Rhythmic movement, song performance, music games	Learning from other teachers: from children, from TV, from the internet
Other teaching activities	Language, art, physical education, general knowledge, science, etc.	Create rhythms or dances based on the content of the lesson.
Large-scale event performances	Activities	The children will be more receptive to the rhythmic movements or dances that match the content. Children are more likely to be motivated by beautiful music and movements.
Sports activities	Teachers' show, teachers' basic skills competition:	Rehearse or adapt the best dance pieces: create a song and dance programme for children

Figure 3 shows the situation of dance training methods. There are many practical methods for dance projects, such as complete exercise method and decomposition exercise method, which are used by every physical dance teacher. The use rate of group practice and pair practice is also above 80%, due to the limitations of the venue, only 20% of the video multi-body teaching method is used, which also reflects that the advanced teaching methods are not yet popular in the teaching of physical dance courses, and the use of advanced media teaching methods is still relatively low. The more used teaching methods are group practice, pair practice, complete

practice, decomposition practice, repetition practice; the use of personal contact is relatively low, only 8%; followed by basic skills teaching, oral teaching, etc., only 60% or less use rate. Satisfaction: The higher satisfaction rate is around 70% for complete practice, decomposition practice, repetition practice, and multimedia teaching, and only 60% for others such as individual practice and group practice.

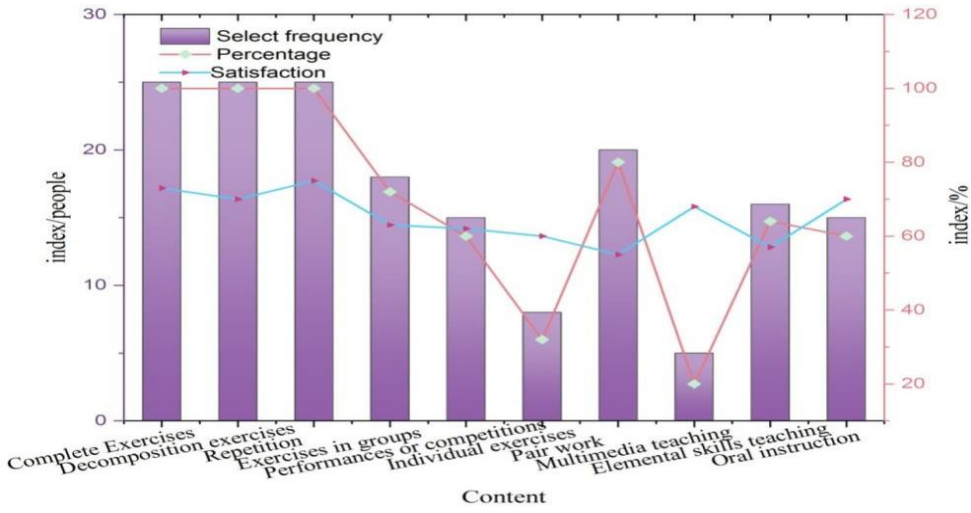

Figure 3: Dance training methods situation

Figure 4 shows the satisfaction with the teaching situation. In terms of satisfaction with the teaching content, 11% of the students had a greater opinion and said they were very dissatisfied, while as many as 31% were not very satisfied, and only 7% were very satisfied. These students generally reflect that the teaching content of the course is too narrow, limited to only three common folk dances, which is far from satisfying their desire for knowledge. Moreover, the number of hours is too small and the class progresses too fast, so that many movements are not fully mastered before the teacher starts to explain the next movement. In terms of satisfaction with the teaching methods, 11% of the students were very satisfied, 15% were relatively satisfied, and 38% felt generally satisfied. Students generally pointed out that teachers made a lot of efforts to try to satisfy students through a variety of teaching methods, but many students also made comments. They pointed out that in teaching, teachers basically use oral teaching, which is rather monotonous, and students have few opportunities to practice and are only passive receivers and imitators. This teaching mode and means, which is based on one-way communication between teachers and students, does not pay attention to the development of students' individual creativity and emphasizes the learning of students' common skills. Teachers' teaching is becoming more and more programmed, while students' learning is becoming more and more passive. Fieldwork and multimedia teaching methods, which students love and look forward to, are rarely used by teachers in schools. In terms of satisfaction with the teaching effect, most of the students' attitude is still relatively positive, more than 50% of them feel that it is okay, and they point out

that although there are shortcomings in the teaching content and methods, there are still certain gains. Not only did they master a lot of detailed folk dance movements, such as hard shoulder, shrugging shoulder, wrong step, stomping step, etc., but students also reflected that the learning of these dance movements can greatly enrich their after-school life and enhance their understanding and love of the motherland culture. In general, students' satisfaction with the overall feeling of the dance teaching course is at a high level, with 62% of students feeling better about the course in general and only 11% dissatisfied with the course. As two different subjects of teaching and learning, teachers and students have long been in two very different positions in college education. As the lecturer and disseminator of professional knowledge, teachers occupy a seemingly reasonable dominant position. As the one who acquires knowledge and professional skills, students are used to their subordinate position in teaching. This passive teaching relationship has become more and more incompatible with the new curriculum as the entire teaching curriculum has been comprehensively reformed from form to content, especially in the teaching of Chinese folk dance. This has become an insurmountable obstacle that hinders students' creativity and dynamism.

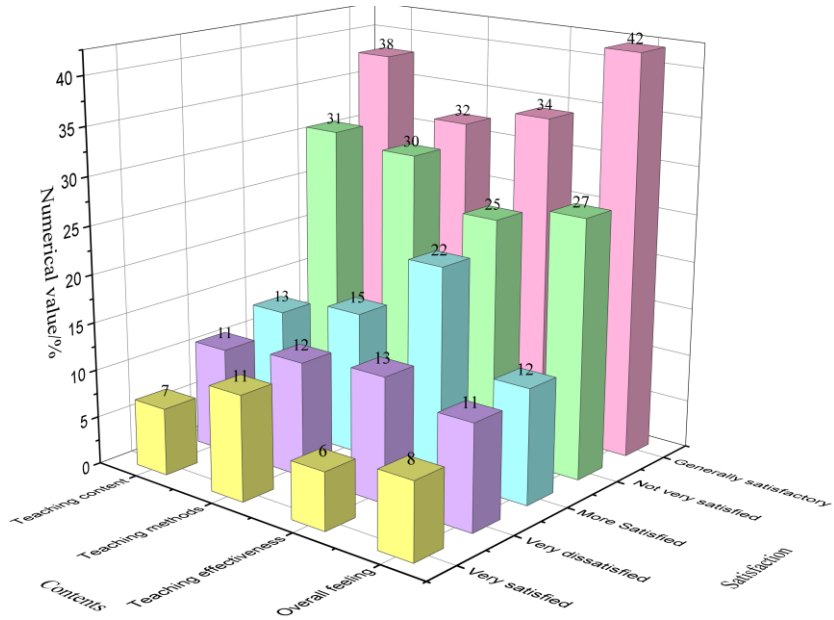

Figure 4: Satisfaction with the teaching situation

It can be seen from the improvement of dance ability in Table 7:

The dance ability suggestions to be strengthened by preschool students who graduated in recent years are focused on strengthening the creation and rehearsal of early childhood dance and the training methods of early childhood dance, which is consistent with the situation reflected by kindergarten teachers at different levels.

The teachers believe that the foundation of dance and dance expression in their work is also crucial.

The teachers also need to know more about children and kindergartens, and they need to be exposed to more types of dance to broaden their knowledge.

A comprehensive analysis of the survey on the dance ability status of preschool education graduates in the actual work of kindergarten in recent years:

The comprehensive analysis of the survey in Table 3, Table 4 and Table 5, combined with the interviews with teachers, can be summarized as follows:

In recent years, most of the preschool education graduates have been trained in special dance classes, mainly in early childhood dance, basic dance training, folk dance and Chinese classical dance body rhythm, and these dance basics are good guidance for teachers' work in kindergartens.

In general, after the training and development of these students in professional schools, their actual work in kindergartens

The dance ability of these students also has the following characteristics:

Most of the graduates have some dance performance ability to be able to perform in - general dance festivals.

Most of the graduates have certain ability to imitate and perform finished dance products, and can also adapt ready-made dance works, but the ability to create dance needs to be improved.

Most of the graduates have learned basic early childhood dance steps and movements, but the ability to perform movement innovation needs to be improved.

Some human graduates tend to neglect to find the original form of young children's dance from young children's life in the intense daily education and teaching activities, and lack the ability to explore the potential of young children's dance.

Most graduates will need 2-3 years or more to master effective teaching methods for early childhood dance.

Kindergarten work often requires teachers to organize and rehearse children's singing and dancing festivals, such as June 1, New Year's Day, holiday parties, graduation report performances, and participation in art competitions, etc. Graduates' organizational skills are insufficient, their rehearsal and training methods are not flexible, and their work efficiency needs to be improved.

There are limitations to the kinds of dances graduates learn, and more can be done to expand and enrich the content of dance teaching.

Table 7: In what areas do you think your dancing ability needs to be strengthened?

1	84% of teachers suggested that students should be empowered to create rich, lively, childlike dances that reflect real life.
2	81% of teachers suggested that effective training methods and rehearsal methods for early childhood dance should be strengthened.
3	81% of teachers suggested strengthening effective training methods and rehearsal methods for early childhood dance.
4	79% of teachers suggested strengthening the study of basic training, Chinese classical dance body rhythms and folk dances to enhance the expressiveness of early childhood dance.
5	The expressiveness of early childhood dance.
6	76% of teachers suggested strengthening the development of explanation, demonstration and organisation skills.

Measures of dance teaching reform for kindergarten teachers

Providing a variety of dance teaching methods

Teaching methods refer to the methods that follow the principles of teaching, use certain teaching means, and are carried out by teachers in order to achieve the purpose of teaching, and to achieve the presentation and inculcation of teaching contents, which helps the interaction and communication between teachers and students". First, the independent teaching method. The ultimate goal is for students to learn to learn alone, and the path is to first let students solve problems independently, either by themselves or by the teacher. Students in the process of problem solving, the teacher generally do not intervene, only when the students need help to lend a hand". This method can fully come to mobilize students' initiative, enthusiasm and hidden creativity, deepen the mastery of knowledge, improve the vision of the problem, and enhance the ability to solve problems independently.

Second, the tiered teaching method. The teacher scientifically groups students according to their current knowledge level and ability potential, and the members in a group are close in level, and the teacher carries out differentiated teaching according to the level of each group respectively. It should be suggested that before grouping, teachers must spend time to observe and understand students, figure out the actual situation of each student, and then implement grouping according to their different levels and different characteristics to form an independent learning group. Again, the psychological suggestion method.

When students lack self-confidence, dance teachers can use the suggestion teaching method to implicitly influence students' self-confidence. For example, when students are practicing a set of dance movements, teachers with affirmative eyes, patient explanation, encouraging tone, etc. may inadvertently form a positive implication with a sense of encouragement to students, the students' nervousness will gradually disappear, willpower, restore self-confidence.

It should be noted that there are positive and negative hints. If teachers criticize and scold

students with an accusatory tone, it may be fatal to students and will seriously affect their emotions and dampen their enthusiasm and self-confidence. Therefore, teachers should cultivate the use of positive psychological suggestion to stimulate students' learning potential in a silent way.

Enriching the form of dance teaching

In dance teaching, even the best form of teaching can hinder the learning effect if it is used for a long time.

Therefore, teachers are required to choose the appropriate teaching form according to the actual situation of students. Dance at Xiangnan Kindergarten College

The teacher can choose one or a combination of them to teach dance.

Strengthening the development of teaching practice

Educational practice is an indispensable part of vocational function training for training qualified teachers in all kinds of teacher training colleges and universities, and it occupies an extremely important position in teacher education. For Xiangnan preschool education majors, only by personally experiencing the whole process of early childhood education can students understand the content of the jobs they are going to engage in in the future and better meet the requirements of the jobs. To provide more performance opportunities for students it is suggested that the school can often hold some small dance observation, so that every student can have the opportunity to participate in the performance and show themselves. Strengthen the effectiveness of educational internships and reform the educational practices in China by drawing on the successful experiences already existing abroad.

Conclusion

This paper evaluates the quality of dance teaching for kindergarten teachers in higher education institutions based on the neural network evaluation model, explores its problems and improvement measures, and now draws the following conclusions: At present, the quality of dance teaching in higher education institutions does not fully meet the requirements of students' work. 16 teachers in the survey think that their dancing ability cannot guide their work well, which indicates that there are areas for improvement in their teaching quality. In terms of teaching methods, there are various teaching methods but the satisfaction of teaching effectiveness is not high.

This means that teachers should improve their methods, focus on students, and pay attention to the effect rather than the form. Increase the investment in teaching and focus on the development of students' ability.

Focus on practice, most of the students' learning outcomes do not make them capable of doing well in teaching and learning, and focus on internship practice.

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