

The Influence of Cognitive Factors in Ballet Professional Courses under the Background of General Education Research

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Abstract

In Chinese art colleges, there are still some problems in the cognition of general education of ballet professional courses, and a series of problems have arisen, such as the quality of general education courses is not high, and the tendency of instrumentalization and generalization is serious. It has seriously affected the effect of general education in the process of ballet professional education; the lack of cognition in general education teaching makes it often used to the traditional teaching method of cramming in the teaching method of ballet, or the teaching method of professional education Teaching methods are used in general education, which is not conducive to the development of general education in professional education. This research studies the cognition of the general education of the ballet professional course of X Dance Academy through the method of a questionnaire survey, especially the relationship between its general education and ballet professional education. And then improve the quality of professional ballet courses. The research results show that the optimization of high-quality ballet courses should not only stop at professional knowledge and skills, but also be familiar with related disciplines, enrich the knowledge structure, and pay attention to the comprehensive development of talents. The new era calls for ballet talents with diverse abilities to face new challenges and expectations.

Keywords: General Education, Professional Education, Ballet Major, Ballet General Education Cognition

1. Introduction

1.1 Background and Importance of the Problem

For more than half a century, the art of ballet has developed rapidly in China, and is ambitiously marching toward a "big ballet country". Ballet has been in China for more than 60 years. Since the establishment of the first school specializing in training ballet talents in China, it has grown to more than a dozen schools with this major. After years of professional training, many outstanding talents have emerged in the field of Chinese ballet. More and more Chinese ballet talents have gone international, serving as excellent teachers, choreographers, group dancers, lead dancers, and even chief dancers in many well-known troupes and schools around the world. Ballet has a complete set of scientific dance movements and art forms and has been widely disseminated and affirmed worldwide. It is also an important indicator to measure the level of a country's artistic development, and it is a high-end dance art recognized by the public. With the rapid progress of social development, the training of ballet talents is also facing a new situation. Judging from the current situation of ballet professional education in Chinese art colleges and universities, the optimization of ballet courses still has a tendency of single specialization and even technicalization to a certain extent, which is mainly manifested in the lack of comprehensive shaping of students, cultural background, vision and pattern. There is still room for improvement in the quality of ballet dance courses. With the progress of society, there is no longer a single professional ballet talent, but a comprehensive ballet talent with the participation of general education. Although China's domestic professional ballet education has a relatively systematic training model, there are still deficiencies in the curriculum of ballet majors, such as the curriculum configuration being unreasonable, and some courses that can assist professional learning being neglected. The credits and class hours of general education courses in most art colleges are generally low, and students do not pay enough attention to them. The training of students is more focused on specialization, and lacks the non-professional skills required to train students to be highly related to stage art, and does not have internationalization. The cultivated students are not comprehensive enough after entering professional dance troupes or society, and it is difficult to quickly adapt to the current society's demand for comprehensive talents. To sum up, it is all due to the lack of awareness of the general education of ballet professional courses.

1.2 Research Question

This study aims to analyze the current curriculum system and implementation status of ballet majors in Chinese art colleges and try to answer the question of how to build ballet major courses from the perspective of the relationship between general education and professional education. To answer this question, the following specific questions must be answered:

- 1) What are the factors that affect the cognition of ballet general education in Chinese art colleges?
- 2) Find out the important influencing factors and optimize the course setting

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Ballet major

Ballet professional education is a kind of professional education, the purpose is to cultivate excellent ballet dancers with superb dance quality and character, able to complete a certain level of technical movements, and possess sufficient physical fitness. Ballet professional education has higher requirements on the image, expression, body, movement, and other aspects of the educated. The purpose is to enable the educated to realize the performance with appreciation under the background of artistic factors such as music, stage, and costumes. , From the aspects of actions and expressions, it can show the inner emotional changes of the characters under the current plot background.

The course training included in ballet professional education usually includes classical ballet basic skills training, modern dance technology, ballet teaching repertoire, European court dance culture class, a brief history of foreign dance, ballet history, ballet teaching repertoire culture class, character dance style and technique, The teaching method of classical ballet dance, etc., the course content is relatively concentrated, and the whole course is carried out around the relevant knowledge content of ballet and dance, and the scope of expansion is limited to relevant historical content.

2.1.2 General Education

General education is a kind of education derived from the modern pluralistic society, which is used to provide diverse knowledge and values for the educated. The research on general education can be traced back to the 19th century. Professor A.S. Parkard first connected it with university education, which led to more and more consensus among people. General education and specialized education are not opposites. Both are forms of education. They are just two concepts arising from differences in the understanding of education. The point of view of general education is that education should focus on the word "education". Cultivating a person from ignorance to vigorous growth is the basic embodiment of "education". Therefore, general education is also a kind of humanistic education, which is different from professional education. The utilitarian nature of education pursues a growth system centered on each different person and then cultivates people who can realize their self-worth, rather than products produced by professional assembly line education.

The definition of general education in this article is dominated by human thought, and implements "democracy, science, truth, justice, freedom, and tolerance". While practicing the essence of education, improves the efficient realization of quality education and can effectively Prevent the phenomenon of "high scores and low abilities" due to exam-oriented education, and contribute to the breeding of excellent talents with all-round development of "moral, intellectual, physical, and aesthetic".

2.1.3 S-O-R model

In 1974, Mehrabian and Russell proposed a general model of human behavior S-O-R, that is, Stimulus—Organism—Response. The S-O-R model has been considered as information processing with the development of cognitive psychology. basic process. From the initial behaviorist stimulus-response model to the later stimulus-biology-response model, people's understanding of psychology has also made profound progress. Now, it has become common knowledge that people's

information processing process begins with the presentation of physical stimuli, then receives external stimuli through sensory organs, makes decisions after processing by the nervous system, and then outputs actions. This view has a long history and is one of the foundations of modern cognitive psychology. Many cognitive psychologists regard human beings as an information-processing system and believe that information processing is cognition, including all processes of encoding, storing, and extracting sensory input. According to the above point of view, cognition can be decomposed into a series of stages, each stage can be regarded as a unit that performs some specific operations on the input information, and the response is obtained after the actions of this series of stages and operations. The product, these processes are simplified to be S-O-R. The model was originally used to explain the impact of various stimuli in the environment on human physiology and psychology and the corresponding individual behaviors caused by changes in the body. In recent years, with the development of the mobile Internet, the SOR model has also been widely used in behavioral research in educational environments.

2.1.4 Theory of Planned Behavior (TPB)

In the 1980s, Ajzen proposed the theory of planned behavior by combining the Theory of Multi-attribute Attitude (TMA) with the theory of rational action, which considered the situation in that individuals cannot fully control their behavior. Based on the TRA theory mentioned above, the TPB theory adds a third variable that affects people's behavioral intentions: the Perceived Behavior Control (PBC) variable. This variable is mainly used to analyze the individual's perception of the degree of control over the behavior he implements, emphasizing the individual's assessment of the difficulty of participating in a particular behavior, which reflects the individual's perception of the degree of strengthening or weakening the execution of the behavior. For example, the more individuals feel confident that they have sufficient information, the easier it is to take action. Perceived behavioral control is jointly determined by control beliefs and perceived facilitators. Controlling beliefs are individuals' clear perceptions of their abilities, resources, and opportunities, while perceived facilitators are individuals' estimates of the importance of related resources.

Duan Wenting et al. (2008) pointed out in the literature that the theory of planned behavior is mainly based on the following main points: First, behaviors that are not completely controlled by personal will are not only affected by behavioral intentions, but also by actual conditions such as personal abilities, opportunities, and resources. restricted by control conditions. When the actual control conditions are sufficient, behavioral intention is directly determined by behavior. Second, the status of the actual control condition is an accurate reflection of perceived behavioral control. Thus, the condition can be used as a surrogate measure for the actual control condition, directly predicting the likelihood of a behavior occurring. The authenticity of perceived behavioral control determines the accuracy of predictions. Third, the three main variables that determine behavioral intentions are behavioral attitudes, subjective norms, and perceived behavioral control. Therefore, under the premise of more positive attitudes, greater support from others, and stronger control over perceived behaviors, behavioral The purposefulness of the intention is more obvious, and vice versa. Fourth, individuals have many beliefs about behavior, but when time and environment are limited, only a small amount of behavioral beliefs can be obtained, and prominent beliefs are this small amount of beliefs that can be obtained. Together, they constitute and underlie cognition and emotion about behavioral attitudes, subjective norms, and perceived behavioral control. Fifth, behavioral attitudes, subjective norms, and perceived behavioral control are indirectly affected by personal and sociocultural factors (such as personality, intelligence, experience, age, gender, cultural background, etc.), because the latter influence behavioral beliefs to influence The former, because it has an impact on behavior, finally leads to behavioral intentions and behaviors being affected. Sixth, conceptually, behavioral attitudes, subjective norms, and perceived behavioral control can be completely

distinguished, but sometimes the three may be based on a common belief, so they are both independent and interrelated.

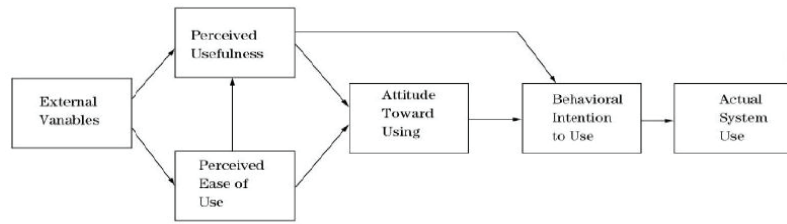


Figure 1 TPB MODEL

2.2 Literature Surveys

On the whole, a large number of previous research results have put forward some new research viewpoints on the ballet professional courses of Chinese art colleges from different angles and different aspects, which provide reference materials for this study. Among them, the research on general education is relatively rich, and scholars at home and abroad have put forward the thinking of curriculum setting for the realization of general education. In the practice of general education, it involves thinking about course selection, curriculum design, and educational methods.

In the research, it is found that there is still a lot of room for research in the overall development layout and planning of ballet courses in art colleges. The main shortcomings of the existing research are: first, lack of grasp and consideration of the practical operation of ballet professional courses. "The effect of the research is that there is a lack of in-depth, detailed, and targeted research on the basic elements of the entire ballet professional curriculum system and the various elements; second, how to effectively integrate the ballet professional curriculum with the development needs of society, most of the research The article lacks an in-depth investigation of the actual situation, and has not formed an objective and comprehensive data analysis; thirdly, how to grasp the core problems of the ballet professional courses in art colleges and solve them effectively so that the ballet professional courses have their distinctive features, At the same time, it can be well integrated into the general environment of the society, and it does not conflict with the talent training goals of dance schools, and they perform their duties and get along with each other. Regarding the attention and discussion of these issues, there are still a few existing types of research. There are great limitations. Fourth, how to fundamentally improve the teaching quality of ballet professional courses and promote the all-round development of students in the setting of general education, dance theory, and other art categories, including innovative courses. Fifth, most of the current research on the general education of ballet majors in art colleges and universities in my country is still based on foreign models in terms of curriculum design and curriculum concepts. How general curriculum settings are suitable for ballet majors in Chinese art colleges.

Due to the limitations of the research on the above aspects at different angles and levels, this paper has a certain space for in-depth exploration. Based on the above points, this study focuses on the research on the construction of ballet professional courses in Chinese art colleges: the perspective of the relationship between general education and professional education. Systematic research work is carried out on the curriculum objectives, teaching concepts, curriculum structure, general education cognition, and curriculum optimization of the professional curriculum system.

2.3 Conceptual Framework

Therefore, combining the characteristics of the teaching process of ballet professional courses, especially the course analysis of "ballet", the process of general education of ballet courses is divided into three stages: the stage of cognition improvement of general education of ballet courses in the early stage; Attitude cognition stage of curriculum general education; later stage of curriculum setting. From this, the theoretical model of general education for ballet courses as shown in Figure 1 below is constructed.

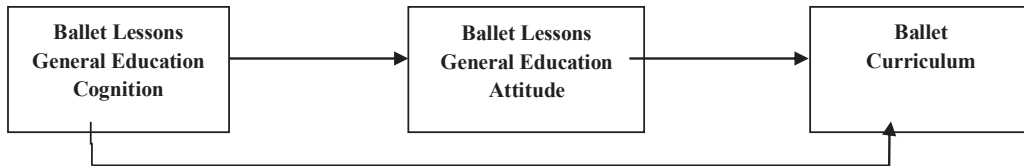


Figure 2 A Theoretical Model of Ballet Curriculum Setting

2.4 Research Hypothesis

Based on integrating the above theoretical models, according to the characteristics of general education of ballet courses and the background of the current real environment, a primary conceptual model of ballet curriculum is constructed. The model is mainly divided into two parts: the first part is an improvement combined with the SOR model, as shown in Figure 1. The second part is a theoretical model of ballet curriculum setting, which combines rational action theory (TRA) and planned behavior theory, as shown in the figure below.

Based on these theoretical models and combined with existing related research, a theoretical model of ballet curriculum setting is proposed. This model takes the three factors of cognition, attitude, and curriculum into consideration, and outlines and explains the three factors. Interrelationships and pathways of action, two specific research hypotheses are proposed, they include

H1: Ballet general education cognition has a significant positive impact on ballet general education attitude;

H2: Ballet general education attitude has a significant positive impact on curriculum;

H3: Ballet general education attitude plays a mediating role between cognition and public welfare action;

H4: Ballet general education cognition has a significant positive impact on the curriculum.

3. Research Methodology

3.1 Research Design

The choice of research methods directly affects the quality and results of the research. In the research process, quantitative research methods are mainly used to carry out empirical research on this paper. From the perspective of general education, a lot of research has been done on the factors that affect the cognition of ballet courses. The required materials were obtained through the literature review method, and two cognitive influencing factors affecting the ballet curriculum setting were obtained, and then a quantitative measurement tool (questionnaire) was developed based on the relevant results to obtain the factors affecting the cognition of the general education curriculum of ballet. The research purpose of this paper, from a theoretical point of view, is to integrate the key factors of ballet general education in cultural education under the macro background of China's promotion of ballet curriculum independent innovation as a national strategy and the transformation of the core link of economic growth mode, from the perspective of general education. From the perspective of knowledge education, it studies the factors that affect the development of ballet and their relationship with each other. Determine the survey content through a literature review, make questionnaires and distribute them, aiming to study and learn from some relevant theories and practical foundations, conduct systematic research on the Chinese ballet curriculum from the perspective of general education, use scientific methods, and try to find out. Based on the perspective of general education, the factors that affect ballet courses and their weights are presented. And use this theory to guide China's intellectual ballet education to play a greater role and value.

3.2 Population and Sample

Descriptive analysis of sample basic information

To have a clear understanding of the basic structure and characteristics of the sample, this study uses SPSS software to analyze the basic personal information (gender, age, occupation, etc.) of the sample.

Table 1 Basic Information of the Questionnaire (N=216)

Basic Information	Item	Number	%
Gender	Male	117	54
	Female	99	46
Age	20-29	105	49
	30-39	65	30
	40-49	44	20
	Above50	2	1
	High School	5	2
	Specialist	7	3
	Postgraduate	80	37
	Above Postgraduate	4	2
Career	Teacher	28	13
	Ballet Practitioner	20	9
	People Related to Ballet	56	26
	Student	112	52

3.3 Data Collection

In this survey, a total of 230 questionnaires were actually distributed, and 220 (95.6%) valid questionnaires were sorted out and recovered, of which 4 questionnaires were incomplete, so they were invalid questionnaires

Table 2 Statistical Results of the Questionnaire

		%
230 Questionnaires were Distributed	Withdraw 220 copies	100%
	216 Valid Questionnaires	95.6%
	4 Invalid Questionnaires	4.4%

The author uses SPSS statistical analysis software to enter and analyze the collected questionnaire data in order to obtain subsequent statistical results.

3.4 Statistics Used for Data Analysis

This study is a quantitative research method. It mainly collects data on the two variables related to ballet general education and its characteristic factors and related research through reading literature, collects data by questionnaire, and uses SPSS software for data analysis.

3.4.1 Reliability Analysis

Reliability is an index reflecting the consistency or stability of measurement results, and the higher the measurement reliability is, the more reliable the measurement results are. The reliability of this study was analyzed by Cronbach's reliability analysis method. In basic research, the reliability should reach at least 0.80 to be acceptable. In exploratory research, the reliability should reach 0.70. Belong to high reliability, and less than 0.35 is low reliability, must be rejected. If the reliability coefficient can reach above 0.9, it is very ideal.

Table 3 Case Processing Summary Table

		N	%
Cases	Efficient	216	100.0
	Excluded	0	
	Total	216	100.0

Table 4 Reliability Statistics

Cronbach's Alpha	Item
.924	10

The above data show that the Cronbach's coefficient is 0.924, which belongs to high reliability.

3.4.2 Validity analysis

Validity analysis refers to the extent to which a measurement tool or means can accurately measure what needs to be measured.

Table 5 KMO and Bartlett's test

Kaiser-Meyer-Olkin in Measure of Sampling Adequacy		.908
Bartlett's Test for Sphericity	Approximate chi-square	3490.789
	df	45
	Sig.	.000

Reflecting the correlation matrix, Bartlett sphericity test and KMO test method analysis, it is observed that most of the correlation coefficients are high, and the linear correlation is strong, and common factors can be extracted, which is suitable for factor analysis. In KMO, the probability P value of 0.000 is less than the significant level, and the variables are not independent, so the validity of this questionnaire is very high, which is significantly different from the unit matrix, and the KMO value is 0.908, indicating that it is suitable for factor analysis.

3.4.3 Correlation analysis

Table 6 Correlation Analysis

	Average	Standard Deviation	Cognition	Attitude	Curriculum
Cognition	3.803	1.0768	1		
Attitude	3.622	0.8087	0.684 **	1	
Curriculum	3.611	0.9201	0.749 **	0.653 **	1

3.4.4 Mediation test

Table 7 Mediation Test

Path	Curriculum<--Attitude<--Cognition
c	0.553
Standardized Total Effects TTS	0.004
significant	significantly
a	0.684
Standardized Indirect Effects-TTS	0.004
significant	significantly
b	0.284
Standardized Indirect Effects-TTS	0.012
significant	significantly
c'	0.479
Standardized Direct Effects-TTS	0.004
significant	significantly
result	Support

3.4.5 Factor analysis - weight of each factor

Table 8 Factor Analysis

	Initial	Extract
Do you think it is important for the teachers of ballet courses to have a deep understanding of ballet culture?	1.000	.904
Do you think the breadth of ballet cultural awareness is important for the teachers of ballet courses?	1.000	.905
Do you think it is very important for teachers of ballet professional courses to cultivate the quality of ballet students?	1.000	.883
Do you think it is important for teachers of ballet professional courses to have awareness of mental health of ballet students?	1.000	.899
Do you think it is important for the teachers of ballet professional courses to know the reasonable allocation of ballet students' assessment?	1.000	.898
Do you think the teaching level of the teacher of the ballet professional course is very important	1.000	.798
Do you think the teaching seriousness of the teachers of ballet courses is very important?	1.000	.912
Do you think the teaching material chosen by the teacher of the professional ballet course is very important?	1.000	.660
Do you think that the assessment of professional ballet courses should be divided into at least three parts: usual, theory and finished repertoire	1.000	.640
Do you think that the setting of professional ballet courses should teach students according to their aptitude	1.000	.767

Since the degree of commonality of each indicator indicates the degree to which each variable is explained, the ratio of the degree of commonality of each indicator to the sum of all indicators can be taken as the weight of each indicator.

Table 9 Weight of Each Factor

Factor	Initial	Extract Commonness	Total Common	Weights	To Sort
Do you think that the assessment of professional ballet courses should be divided into at least three parts: usual, theory and finished repertoire	1	0.640	8.266	0.077425599	10
Do you think the teaching material chosen by the teacher of the professional ballet course is very important?	1	0.660		0.079845149	9
Do you think that the setting of professional ballet courses should teach students according to their aptitude	1	0.767		0.092789741	8
Do you think the teaching level of the teacher of the ballet professional course is very important	1	0.798		0.096540044	7

Do you think it is very important for teachers of ballet professional courses to cultivate the quality of ballet students?	1	0.883		0.106823131	6
Do you think it is important for the teachers of ballet professional courses to know the reasonable allocation of ballet students' assessment?	1	0.898		0.108637793	5
Do you think it is important for teachers of ballet professional courses to have awareness of mental health of ballet students?	1	0.899		0.108758771	4
Do you think it is important for the teachers of ballet courses to have a deep understanding of ballet culture?	1	0.904		0.109363658	3
Do you think the breadth of ballet cultural awareness is important for the teachers of ballet courses?	1	0.905		0.109484636	2
Do you think the teaching seriousness of the teachers of ballet courses is very important?	1	0.912		0.110331478	1
Total		8.266	8.266	1	

4. Data Analysis and Findings

Table 10 Hypothetical Summary Table

Hypothetical	Whether to Support
H1: Ballet general education cognition has a significant positive impact on ballet general education attitude;	support
H2: Ballet general education attitude has a significant positive impact on curriculum;	support
H3: Ballet general education attitude plays a mediating role between cognition and public welfare action;	support
H4: Ballet general education cognition has a significant positive impact on the curriculum	support

According to the above analysis, the following results are obtained:

First, the accurate positioning of the goal of the integration of general and specialized courses. As a systematic integration of general and specialized courses, the most critical thing is the positioning of the goals of the integrated general and specialized courses. The goal of the general-specialist integration course for ballet majors in art colleges is to put the cultivation of students' ballet art appreciation, ballet education, ballet performance, basic ability of choreography and creativity, ballet artistic taste, and ballet cultural heritage in the first place. Level of ballet performance skills. Possess a broad artistic vision and cultural accomplishment; master the methods of learning, and have innovative consciousness and ability. However, it should be noted that while

focusing on the goal of cultivating ballet professionals, the cultivation of a larger range of ballet cultural talents cannot be ignored.

Second, the reasonable selection and organization of course content. The curriculum content of ballet majors in art colleges should reasonably arrange the theoretical knowledge and practical activities of ballet performance and education under the basic principles of openness and generative-ness. The course content should have a clear hierarchy. In addition to the general education courses for cultivating humanistic quality, they should be divided into professionally targeted basic courses, general education courses, professional courses, and professional practice courses. The basic professional courses of ballet majors in art colleges should mainly include humanities and social science courses, such as aesthetics, art, psychology, education, etc.; basic skills training courses; ballet education courses. On this basis, course content reflecting the development of ballet disciplines can be appropriately added for independent study, mainly including ballet history courses and appreciation courses. To reflect the basic curriculum concept that ballet education can cultivate the priority and highlight the ballet practice, the part of the ballet practice should be highlighted in the course content, which should mainly include practical courses, especially the content of various forms of ballet education practice, which should be emphasized.

Third, ballet teaching should be oriented towards the integration of general and specialized subjects and cross-disciplines, to provide students with high-quality interdisciplinary professional education. In the practice of interdisciplinary talent training, ballet teaching should form a talent training model that covers all students and runs through the entire dance education, integrating general and professional skills, and cross-border training. General education is not only an educational philosophy but also an educational content and educational model. The goal of ballet teaching and training is a comprehensive ability, based on general education, with professional education as the core, and infiltrates the concept of general education into all aspects of ballet teaching. The essence of general education is to promote the all-around development of people, which is contained in the teaching practice of professional education, rather than just improving students' humanistic quality and comprehensive ability through humanistic education and students' extracurricular activities. The "compatibility of arts and science" between humanistic spirit and scientific spirit has become one of the important contents of general education in ballet teaching. Therefore, the training of interdisciplinary talents in ballet teaching should take foundation plus specialty, theory plus practice as the basic approach, and cultivate talents with innovative spirit and practical ability.

5. Conclusion, Discussion, and Recommendation

Through the exploration of the ballet professional curriculum system in Chinese art colleges, we can grasp the reform direction of the ballet professional curriculum from a macro perspective, get rid of the shackles of narrow experience, and promote the scientific, rational, and standardized discipline system and curriculum research. After the integration of general and professional ballet majors in art colleges, the overall quality will be improved accordingly.

Of course, these optimization measures themselves still have a lot of room for improvement. At the same time, due to the relatively short history of the development of the integration of general and professional ballet courses, especially when the development of Chinese art schools is not particularly balanced, the theoretical and practical problems of the integrated professional courses of ballet are not limited to this research institute. All of these things need to be further explored by researchers, which is also the driving force for this study to continue. As the research on the theory and practice of ballet professional courses is gradually prospering, ballet professional education in

Chinese art colleges will also accelerate its development pace, blazing a new path with the characteristics of Chinese higher art education and promoting the development of Chinese ballet education and culture. The integration of general education and professional education involves both the content of general education and professional education, both the abstract institutional level and the specific practical level. The author only discusses and clarifies his point of view from the aspects of concept, curriculum, teachers, and teaching. There are still many issues that need to be studied in depth. This study hopes that more and more people will pay attention to and study the integration of ballet general education and professional education, and one day the integration of the two can be truly realized in Chinese art schools.

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