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CONCEPT OF PEDAGOGICAL COMPETENCE OF THE FUTURE TEACHER- CHOREOGRAPHER IN CHINESE PEDAGOGICAL SCIENCE

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In the landscape of Chinese pedagogical science, the role of the teacher-choreographer emerges as a pivotal figure, particularly in schools where dance is integrated as an alternative for physical training. The concept of pedagogical competence for future teacher-choreographers in this context extends beyond traditional dance instruction to encompass a nuanced understanding of pedagogical principles, curriculum design, and holistic student development.

Pedagogical competence for future teacher-choreographers encompasses a diverse array of skills, knowledge, and attributes essential for effective teaching and mentorship in dance education settings within schools. These include:

- **Mastery of Dance Techniques:** A future teacher-choreographer must possess a solid foundation in dance techniques across various styles and genres. This mastery enables them to teach students with precision and confidence, fostering technical proficiency and artistic expression;
- **Understanding of Pedagogical Principles:** Effective teaching requires an understanding of pedagogical theories, methodologies, and best practices. Future teacher-choreographers should be well-versed in principles of teaching and learning, curriculum development, assessment, and classroom management, tailoring their approach to meet the needs and abilities of diverse student populations;
- **Curriculum Design and Integration:** Pedagogical competence extends to the design and integration of dance education curriculum within the broader context of physical training in schools. Future teacher-choreographers should possess the ability to develop comprehensive and engaging dance curriculum that aligns with educational objectives, standards, and guidelines, integrating dance as a viable alternative for physical education;
- **Communication and Collaboration:** Effective communication and collaboration are essential for building positive relationships with students, colleagues, and stakeholders. Future teacher-choreographers should be able to communicate clearly and empathetically, fostering a supportive and inclusive learning environment that promotes student engagement and success;
- **Lifelong Learning and Professional Development:** Pedagogical competence is a dynamic and evolving construct that requires ongoing learning and professional development. Future teacher-choreographers should be committed to continuous improvement, self-reflection, and engagement with current research and trends in dance education, ensuring relevance and efficacy in their teaching practice.

The concept of pedagogical competence for future teacher-choreographers has significant implications for dance education in schools in China. By prioritising the development of pedagogical competence among educators, schools can enhance the quality and effectiveness of dance instruction, providing students with enriching and holistic learning experiences that promote physical, emotional, and artistic development.

One of the primary aims of training pedagogical competence for future teacher-choreographers is to cultivate effective teaching skills that enable them to engage, inspire, and empower students. Through training in pedagogical principles, instructional strategies, and classroom management techniques, future teacher-choreographers develop the ability to create dynamic and supportive learning environments conducive to student growth and achievement. Another aim of training pedagogical competence for future teacher-choreographers is to nurture creative and artistic expression in students. By honing their own artistic skills and cultivating an appreciation for diverse dance styles and genres, future teacher-choreographers are better equipped to foster creativity, innovation, and self-expression in their students, instilling a lifelong passion for dance and the arts.

Training pedagogical competence for future teacher-choreographers aims to promote holistic student development encompassing physical, emotional, social, and cognitive domains. Through training in curriculum design, assessment, and student-centred pedagogy, future teacher-choreographers learn to tailor instruction to meet the diverse needs and abilities of students, fostering well-rounded individuals who are equipped with the skills, knowledge, and confidence to succeed in dance and beyond. In the multicultural context of Chinese society, training pedagogical competence for future teacher-choreographers aims to foster cultural awareness, understanding, and appreciation. By incorporating Chinese cultural heritage and traditions into dance education curriculum, future teacher-choreographers help students develop a deeper understanding of their own cultural identity while also promoting cross-cultural dialogue, respect, and empathy.

Finally, the aim of training pedagogical competence for future teacher-choreographers is to facilitate lifelong learning and professional development. By instilling a commitment to continuous improvement, self-reflection, and engagement with current research and best practices in dance education, training programs empower future teacher-choreographers to evolve as educators, mentors, and leaders in the field, ensuring the ongoing advancement and innovation of dance education in China.

The concept of pedagogical competence for future teacher-choreographers in Chinese pedagogical science is multifaceted and dynamic, encompassing mastery of dance techniques, understanding of pedagogical principles, curriculum design and integration, communication and collaboration, and a commitment to lifelong learning and professional development. By cultivating pedagogically competent teacher-choreographers, schools can ensure the delivery of high-quality dance education that fosters student growth, creativity, and well-being, laying the foundation for a lifelong appreciation of dance and the arts.

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