



The Construction of a Teaching Ability Evaluation System of Dance Sport Teachers in Colleges under the Background of "Double Ten Thousand Plan"

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Abstract

Background and Aim: According to the requirements of the implementation of the first-class undergraduate course "Double Ten Thousand Program" in China's new era of colleges and universities and the requirements for the cultivation of undergraduate professional talents in dance performance. This research objective was to comprehensively improve the teaching ability of Chinese college dance sports teachers and to realize the rapid development of college dance sports projects.

Materials and Methods: This study takes the teaching ability of dance sport teachers in colleges and universities as the research object, and selects dance sport teachers, experts in the field, and high-level athletes in Chinese colleges and universities as the survey objects. Firstly, the evaluation index system of the teaching ability of college dance sport teachers was preliminarily proposed through the method of literature review and expert interview, and then the index was screened and corrected through two rounds of the Delphi method, and finally the formal evaluation index system was obtained, and then the AHP hierarchy analysis was used the method is used to determine the weight coefficients of the evaluation indicators.

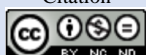
Result: (1) The final indicators of the teaching ability evaluation system for college sports dance teachers include 4 first-level indicators, namely teaching design ability, teaching implementation ability, teaching evaluation ability, and teaching reflection and innovation ability. 8 second-level indicators and 22 third-level indicators, and the weight of each indicator is determined. (2) In the first-level indicators, the teaching evaluation ability has the greatest weight (0.4428), and the teaching reflection and innovation ability has the least weight (0.0563). The order of the secondary indicators: summative evaluation ability has the greatest weight (0.3633) and teaching reflection ability has the least weight (0.0157). The three-level indicators show that classroom summary ability has the greatest weight (0.2023) and the ability to adjust the teaching process has the least weight (0.0031).

Conclusion: The research findings were: (1) There are 34 indicators of the first-level, second-level, and third-level of the teaching ability evaluation system of dance sports teachers in colleges, and the weight of each indicator is determined. (2) Using the constructed evaluation index system for the teaching ability of physical dance teachers in colleges and universities, the total score of two teachers is "average", and the total score of one teacher is Score "Good".

Keywords: Double Ten Thousand Plan; Sport Dancing; Teacher Teaching Ability; Evaluation System

Introduction

In October 2015, the State Council of China issued the "Overall Plan for Coordinating and Promoting the Construction of World-Class Universities and First-class Disciplines", and the construction of world-class universities and first-class disciplines (hereinafter referred to as "Double First-Class Construction") was officially launched. "Double first-class construction" is a major strategic decision made by the Party Central Committee and the State Council, which is of great significance for improving the level of China's education development, enhancing the country's core competitiveness, and laying a foundation for long-term development. The General Office of the Ministry of Education issued the "Notice on the Implementation of the "Double Ten Thousand Plan" for the Construction of First-class Undergraduate Majors", proposing that 10,000 universities will be built in 2019-2021. There are about 10,000 national-level first-class undergraduate majors and about 10,000 provincial-level first-class undergraduate majors, and the "Double Ten Thousand Plan" for the construction of first-class undergraduate majors has been launched. In October 2019, to implement the requirements of the National Conference on Undergraduate Education in Colleges and Universities in the New Era and revitalize undergraduate education in an all-round way, the Ministry of Education issued the "Opinions on the Implementation of First-class Undergraduate Curriculum Construction of





the Ministry of Education", proposing to implement The first-class undergraduate course "Double Ten Thousand Plan" (referred to as the first-class undergraduate course "Double Ten Thousand Plan"), after about three years from 2019 to 2021, has built about 10,000 national-level and about 10,000 provincial-level first-class undergraduate courses.

After the implementation of the "Double Ten Thousand Plan" for the construction of first-class undergraduate majors and the "Double Ten Thousand Plan" for first-class undergraduate courses, the basic status of undergraduate education in Chinese colleges and universities has become more important. higher requirement. At present, the universities and colleges in China that have obtained the first-class undergraduate courses "Double Ten Thousand Plan" have proposed a new roadmap for undergraduate education reform, to establish a world-class or national-class undergraduate education with Chinese characteristics, such as the "2020" proposed by Fudan University. Action Plan for Improving First-Class Undergraduate Education, Tianjin University's 2030 Action Plan for First-Class Undergraduate Education, etc. At present, colleges and universities including "Double First-Class Construction" universities have incorporated the new round of undergraduate education reform outline into the overall teaching reform outline. In the process of promoting the modernization of the university's governance system and governance capabilities, on the one hand, by straightening out the relationship between lines and areas, actively creating a good environment conducive to the cultivation of first-class talents; The modern teaching governance system with the participation of the main body optimizes and improves the teaching governance structure and mechanism, and strives to improve the quality of undergraduate teaching. "Teachers are the base of education plan" The development of teachers' teaching ability is an important part of teachers' professional development and the key to improving the quality of higher education. The state attaches great importance to teachers' professional development to improve the quality of education. To strengthen the construction of teachers, the Ministry of Education's implementation opinions on the construction of first-class undergraduate courses emphasize that teachers must be strengthened and their professional abilities should be comprehensively improved. "The Ministry of Education's 2014 Work Points" proposes to "comprehensively build a standard system for teacher team building". The Ministry of Education has pointedly emphasized the construction of teachers' professional standards in the main points of work, which shows that the country attaches sufficient importance to teachers' professional development. The country has formulated corresponding professional standards for general teachers, and dance sport is a new sport. Under the voice of the country to vigorously improve the professional level of teachers, it is particularly necessary to study the teaching ability of college dance sports teachers.

The construction of first-class undergraduate dance sports courses in colleges and universities requires dance sports teachers to have high teaching ability. The research on the evaluation index system of teachers' teaching ability will help teachers better analyze their teaching skills and analyze the acceptance of different students for different dance techniques, better improve their teaching mode, and guide students to master dance skills flexibly. Based on the requirements of the implementation of the "Double Ten Thousand Plan", this study constructs a teaching evaluation system for physical dance teachers in colleges and universities, which not only meets the development goals of education evaluation reform in the new era but also provides new ideas for education evaluation. Teaching management provides important reference value.

The project attributes of dance sports have both the commonality of sports disciplines and the characteristics of dance disciplines. Therefore, it is necessary to construct a targeted teaching evaluation system for its projects. At present, there are very few studies on the evaluation index system of the teaching ability of physical dance teachers in colleges and universities in the "Double Ten Thousand Plan", and it is urgent to conduct a scientific and systematic analysis and discussion on it. The establishment of an evaluation index system for the teaching ability of physical dance teachers in colleges and universities can further improve the relevant research on the teaching ability of physical education dance teachers, clarify the understanding of the connotation and structure of the teaching ability of teachers of this type of course, and provide a basis for in-depth research on the professional ability of college physical dance teachers in the later stage. Discussions provide the theoretical basis.



Dance sport has become a new sport or a new specialty in colleges and universities, and has great development prospects. In recent years, some colleges and universities such as Xi'an Institute of Physical Education have taken dance sports as one of the core courses of the undergraduate major in dance performance. Dance sport has become increasingly popular among students, and more and more students have applied for the examination. In 2020, the "Latin Dance" course was approved as a provincial first-class undergraduate course in Shaanxi Province. In 2021, the dance performance major was approved as a provincial first-class undergraduate major construction site in Shaanxi Province, which was approved as a provincial "Double Ten Thousand Plan". Facing the new requirements of undergraduate education personnel training in the new era, dance sports courses are facing good development opportunities, but at the same time, the construction of first-class courses has encountered great challenges. Under the background of new curriculum development, it is an important practical subject to discuss and study how to vigorously improve the quality of dance sport curriculum construction for traditional dance sport teaching methods and models in colleges and universities, and the level of teaching ability of dance sport teachers is certain. To a certain extent, it determines the quality and teaching effect of dance sports courses. Therefore, the construction of the teaching ability evaluation index system of college dance sports teachers explored in this paper is of great significance to the construction and reform of dance sports courses in Chinese colleges and universities.

Constructing the teaching ability evaluation index system of college sport dance teachers, on the one hand, can use the index system to continuously diagnose and evaluate the professional ability of college sport dance teachers, understand the development status of teachers' teaching ability, and help college sport dance teachers identify their teaching ability. Strengths and weaknesses, so that it can continuously optimize and improve its teaching ability, and then promote the high-quality development of dance sport course teaching; on the other hand, it can feed back to relevant management and organization departments based on the specific results of the evaluation index system to establish performance for the later stage. The evaluation standards, the formulation of teaching ability training programs, and the optimization design of dance sports courses provide sufficient reference and direction guidance.

Objectives

The main objective of the study was to provide a theoretical basis and scientific means for the evaluation of the teaching ability of college dance sports teachers, to comprehensively improve the teaching ability of Chinese college dance sports teachers, and to realize the rapid development of college dance sports projects.

Literature Review

First-class undergraduate education in the "Double Ten Thousand Plan"

(Jiao Gao Ting Letter, 2019, No. 18) For a long time, the academic circle has not formed an accurate definition of "first-class undergraduate education". In 1996, the scholar Ge Zhonghua first proposed the concept of "first-class undergraduate education" in the literature, but it only proposed guidance on the practical level, lacking the identification of the concept connotation and the revealing of the essence. According to the requirements of the "Notice on the Implementation of the "Double Ten Thousand Plan" for the Construction of First-Class Undergraduate Majors" issued by the General Office of the Ministry of Education (Ministry of Education, 2019), first-class undergraduate education in the "Double Ten Thousand Plan" includes "first-class majors and first-class courses." "First-class majors" must meet the following conditions:

(1) Professional positioning is clear. The service orientation is clear, adapted to the needs of national and regional economic and social development, and in line with the school's development orientation and school-running direction.

(2) Professional management norms. Effectively implement the national standard requirements for undergraduate majors, the talent training program is scientific and reasonable, and the education



and teaching management is standardized and orderly. There have been no major safety liability accidents in the past three years.

(3) The reform has achieved outstanding results. Continue to deepen the reform of education and teaching, with advanced educational concepts, timely updates of teaching content, continuous innovation of methods and means, and lead the construction of new engineering, new medical, new agricultural, and new liberal arts with new ideas, new forms, and new methods.

(4) The faculty is strong. Continuously strengthen the construction of teaching staff and grassroots teaching organizations, extensive education and teaching research activities, professional teaching team structure is reasonable, and the overall quality level is high.

(5) Cultivate first-class quality. Adhere to the student-centered approach, promote the all-round development of students, effectively stimulate students' learning interest and potential, and enhance their innovative spirit, practical ability, and sense of social responsibility, graduates are highly recognized by the industry, and the overall social evaluation is good.

"Top-class courses" need to meet the following conditions:

(1) Advanced teaching concepts. Adhere to the cultivation of morality, embody the development of students as the center, devote themselves to unlocking students' inner potential and learning motivation, and pay attention to the comprehensive development of students' morality, intelligence, physical education, art, and labor.

(2) The course teaching team has achieved remarkable results. The course team has a strong sense of teaching reform, advanced concepts, reasonable personnel structure, and task division. The lecturer has good teacher-teacher ethics, rich teaching experience, high academic attainments, actively participates in teaching reform, has strong teaching ability, and can use new technologies to improve teaching efficiency and improve teaching quality.

(3) Curriculum goals effectively support the achievement of training goals. The curriculum objectives are in line with the school's educational orientation and talent training objectives, focusing on knowledge, ability, and quality training.

(4) The course teaching design is scientific and reasonable. The overall planning is carried out around the achievement of goals, teaching content, organization and implementation, and multiple evaluation needs, and the design of teaching strategies, teaching methods, teaching processes, and teaching evaluations is reasonable.

(5) Course content keeps pace with the times. The structure of the course content is in line with the law of student growth, and the knowledge system is dynamically updated according to the frontier dynamics of the discipline and the needs of social development, which is in line with the objectives of the course.

(6) Teaching organization and implementation highlight the student-centered position. According to students' cognitive rules and acceptance characteristics, innovative teaching and learning models, teaching students by their aptitude, promoting communication and interaction between teachers and students, between students, resource sharing, knowledge generation, timely teaching feedback, and remarkable teaching effects.

(7) Course management and evaluation are scientific and measurable. Teachers have clear lesson preparation requirements and strict student learning management. According to the teaching objectives, teaching content, teaching organization, etc., diversified assessment, and evaluation are adopted. The process can be traced back, and the diagnosis and improvement are active and effective. The teaching process materials are complete and can be used for reference and supervision.

Research on the Teaching Ability of Dance Sport Teachers

Due to the late introduction of dance sports projects in China, there is no unified conclusion on the definition of the concept of dance sports teaching ability. In the early research on dance sports teaching ability, scholar Hu Kai (2003) made a preliminary definition of dance sports teaching ability, that is, dance sports teaching ability refers to a kind of ability that teachers can effectively implement dance sports teaching activities. Later scholars continued to use this concept in their research on the teaching ability of dance sports without major changes. Scholar Wang Chenglong (2021) believes that



dance sports teaching ability is the ability of dance sports teachers to actively use various explicit and implicit knowledge, skills, and strategies in the teaching process through the intermediary of dance sports courses to promote students' effective acquisition of dance sports techniques.

Research on Teaching Ability and Evaluation of Dance Sport Teachers

The review and analysis of the current research on the teaching ability and evaluation of physical education dance teachers will help to clarify the characteristics of the teaching ability of physical education dance teachers, and further enhance the specialization of the construction of the teaching ability evaluation index system of physical education dance teachers.

After searching, it is found that there are very few relevant studies on the teaching ability of physical education dance teachers abroad, while domestic research mainly focuses on the composition of the teaching ability of physical education dance teachers and the construction of the evaluation index system.

For example, scholar Shang Guanlai (2006) combined the relevant research results on teaching ability in the field of pedagogy, consulted relevant dance sports experts and scholars at the same time, and finally divided the teaching ability dimension of dance sports teachers into 22 second-level ability indicators based on three first-level ability indicators of teaching design, implementation, and evaluation ability. Since then, scholar Wang Yufeng (2014) has emphasized the importance of self-improvement ability in the teaching ability structure of dance sports teachers based on previous research on dance sports teaching ability.

In addition to in-service teachers as the main survey group, students engaged in special training in dance sports are also regarded as a reserve force for future dance sports teachers. Scholar Liu Guang (2018) took the teaching ability of dance sports students at Beijing Sport University as the research object, and through expert interviews, finally divided the structure of dance sports teaching ability into three first-level indicators, 9 second-level indicators, and 11 third-level indicators: pre-teaching preparation ability, teaching implementation ability, and post-teaching evaluation ability. At the same time, the study also distributed and recovered the relevant teaching groups through the design of the teaching ability questionnaire of dance sports teachers. It found that in the teaching process of dance sport special students, there are usually shortcomings in the ability factors such as movement error correction, creation, teaching plan writing, important and difficult teaching, teacher-student communication, and putting forward specific strategies and suggestions based on this.

Similarly, the scholar Fang Hong (2019) took the basic structure of the teaching process in the teaching theory as the theoretical basis for the construction of the teaching ability evaluation system, combined with expert interviews, and finally established a dance sports teaching ability evaluation index system consisting of 4 first-level indicators, 12 second-level indicators, and 69 third-level indicators. The research aimed at the way of system construction, not only following the traditional construction ideas of the previous research on the teaching design, implementation, and evaluation ability of dance sport, but also emphatically emphasizing the importance of dance sports teachers to clarify the theoretical ability of dance sport on this basis, highlighting the importance of prioritizing theory in the teaching process of dance sport, and then guiding teaching practice.

To sum up, the current research on the teaching ability structure of dance sports is usually based on the basic structure of the teaching process in the teaching theory, and the teaching design ability, implementation ability, and evaluation ability are taken as the ability factors at the macro level, and the specific division of the secondary and tertiary indicators is carried out at this level. At the same time, according to the interviews and consultations of relevant experts and the citation of different theories, some studies added or changed the corresponding ability elements based on the original three ability elements of teaching design, implementation, and evaluation. However, due to the scarcity of research, the large period between research and research, and the lack of continuous and in-depth research on the teaching ability of physical education dance teachers, it is difficult for the structure of physical education dance teaching ability to fit the current era background of the overall development of teaching ability, and it is difficult to dig out the internal information of its teaching ability, which hinders the sustainable development of physical education dance teaching ability.



Conceptual Framework

The research title “The Construction of Teaching Ability Evaluation System of Dance Sport Teachers in Colleges under the Background of "Double Ten Thousand Plan” was designed as follows

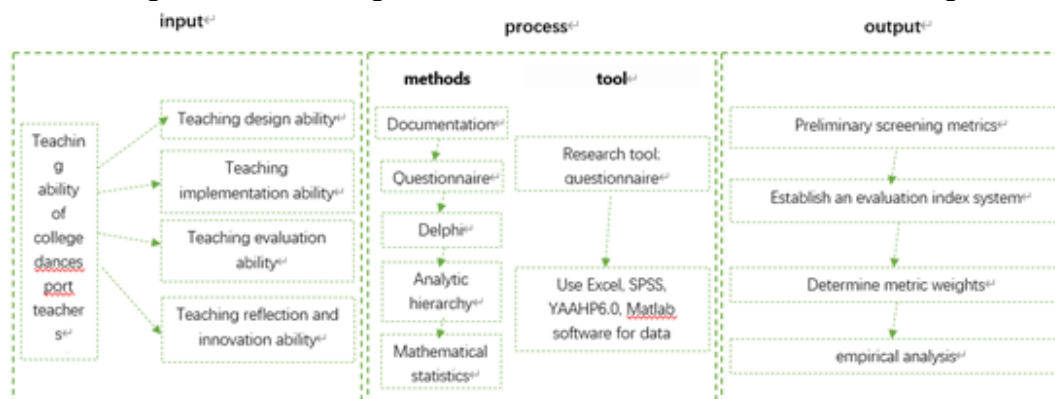


Figure 1 Conceptual Framework

Methodology

This paper takes the construction of the teaching ability evaluation index system of college physical education teachers under the background of the implementation of the "Double Ten Thousand Plan". The samples of this research include 30 special dance sports teachers in Chinese colleges and universities, 17 experts including managers from school departments, professional and academic leaders, international and national dance sports teachers and referees, and 8 high-level athletes.

Sampling method

(1) In the initial stage of constructing the index system, 5 experts were selected for an interview and IOC test samples, and 30 teachers were selected as samples for testing the consistency of the questionnaire.

(2) 17 experts were selected in the stage of determining the index system.

(3) In the empirical research stage, 3 samples of experts and 3 samples of special teachers were selected.

The research method is outlined as follows:

Step 1 Review literature and research: Collect policy documents related to the "Double Ten Thousand Plan", collation and analysis of literature, understand the research trends in related fields at home and abroad, and provide the necessary research materials for this study.

Step 2 Gathering ideas and consulting data to formulate a conceptual frame

Through the study of relevant literature, and referring to teaching theory, teacher teaching ability evaluation system, and related theoretical basis of dance sport, the content of evaluation indicators is collected to lay a solid foundation for formulating the conceptual framework of the paper.

Step 3 Formulating conceptual frameworks

Step 4 Constructing research instrument

The research tool of this paper is the questionnaire. According to the needs of the research, this paper designed an interview outline and 6 questionnaires, namely "IOC Expert Personal Questionnaire"; "Cronbach an Expert Personal Questionnaire".

Step 5 Collecting data

1) Combining the results of literature research and expert interviews, preliminarily screened the index content, collected expert feedback data through the "IOC Expert Personal Survey Form", and preliminarily screened out relatively reasonable evaluation indicators for the teaching ability of physical dance teachers in universities.

2) Through two rounds of the "Delphi Expert Questionnaire", experts' opinions were collected to determine the teaching ability evaluation index system of physical education dance teachers in colleges and universities.



3) Through the "Expert Questionnaire on Evaluation Index Weights of Teaching Ability of College Physical Education Teachers", collect expert opinions and determine the weight of evaluation indicators of the teaching ability of physical education dance teachers in colleges and universities.

4) According to the determined evaluation index system of the teaching ability of physical education dance teachers in colleges and universities, using the "Empirical Scoring Table of Teaching Ability of Physical Education Dance Teachers in Colleges and Universities" to carry out empirical research, collect expert scores, and analyze the current situation, existing problems and improvements of the teaching ability of physical education dance teachers in colleges and universities Opinion.

Step 6 Analyzing and interpreting data

Step 7 Concluding and writing the final report

Results

1. The establishment of the evaluation index system

Combined with the secondary screening results of the first-level indicators, second-level indicators, and third-level indicators, the index coding is completed, and the finally determined evaluation index system for the practical teaching ability of dance sport university teachers is shown in Table 1.

Table 1 Evaluation index system for teaching ability of dance sports teachers in colleges (established)

Level 1 indicators	Secondary indicators	Level 3 indicators
A Teaching design ability	A1 Ability to design teaching objectives	A11Ability to design knowledge objectives A12Skill target design capabilities A13Ability to design emotional goals
	A2 Ability to design the teaching process	A21Ability to formulate lesson plans A22Ability to select teaching facilities A23Ability to organize teaching content
B Teaching implementation ability	B1 Teaching organization and management ability	B11Ability to maintain classroom order B12Ability to advance the teaching process B13Ability to implement a teaching plan
	B2 Teaching demonstration and explaining the ability	B21Technology demonstration capability B22Ability to explain the theory
C Teaching evaluation ability	C1 Process evaluation ability	C11Feedback ability of technical action information C12Feedback ability to compose Authoring information C13Feedback ability of music rhythm information
	C2 Summative evaluation ability	C21Assessing competence in course assessment C22Refereeing ability in teaching competitions C23classroom summary ability
	D1 Teaching reflective ability	D11Ability to revise the instructional design D12Ability to adjust the teaching



Level 1 indicators	Secondary indicators	Level 3 indicators
D Teaching reflection and innovation ability		process
	D2 Teaching innovation ability	D21 Ability to innovate in teaching methods D22 Scientific research and innovation ability D23 lifelong learning ability

It can be seen from Table 1 that the final evaluation index system for teaching ability of dance sports teachers in colleges, the comprehensive evaluation index system includes 4 first-level indicators, 8 second-level indicators, and 22 three-level indicators.

Index weights assignment

To make the weight credible, reliable, and objective, according to the judgment and comparison of the indicators by 17 experts, the Analytic Hierarchy Process (AHP) is used to assign values to the indicators. The general steps of the AHP method are: constructing a hierarchical structure model, constructing a judgment matrix, and calculating weights after passing the consistency check. The experts who have passed the consistency test will carry out the arithmetic average of the weights of the same index, and finally get the weight results of each index. Shown in Table 2.

Table 2 The weight of the teaching ability evaluation index of dance sports teachers in colleges

Level 1 indicators	Weights	Secondary indicators	Weights	Level 3 indicators	Weights
A Teaching design ability	0.2090	A1 Ability to design teaching objectives	0.1436	A11 Ability to design knowledge objectives	0.0424
				A12 Skill target design capabilities	0.0768
				A13 Ability to design emotional goals	0.0245
		A2 Ability to design the teaching process	0.0654	A21 Ability to formulate lesson plans	0.0317
				A22 Ability to select teaching facilities	0.0061
				A23 Ability to organize teaching content	0.0275
B Teaching implementation ability	0.2919	B1 Teaching organization and management ability	0.0578	B11 Ability to maintain classroom order	0.0060
				B12 Ability to advance the teaching process	0.0162
				B13 Ability to implement the teaching plan	0.0356
		B2 Teaching demonstration and explaining the ability	0.2212	B21 Technology demonstration capability	0.1697
C Teaching evaluation ability	0.4428	C1 Process evaluation ability	0.0795	B22 Ability to explain the theory	0.0515
				C11 Feedback ability of technical action information	0.0524
				C12 Feedback ability to	0.0226



Level 1 indicators	Weights	Secondary indicators	Weights	Level 3 indicators	Weights
D Teaching reflection and innovation ability	0.0563	C2 Summative evaluation ability	0.3633	compose information	Authoring information
				C13 Feedback ability of music rhythm information	0.0131
				C21 Competence in course assessment	0.1302
				C22 Refereeing ability in teaching competitions	0.0308
		D1 Teaching reflective ability	0.0157	C23 classroom summary ability	0.2023
				D11 Ability to revise the instructional design	0.0126
				D12 Ability to adjust the teaching process	0.0031
		D2 Teaching innovation ability	0.0406	D21 Ability to innovate in teaching methods	0.0043
				D22 Scientific research and innovation ability	0.0077
				D23 lifelong learning ability	0.0286

It can be seen from Table 2: (1) Among the three-level indicators of the teaching ability evaluation index system of physical education teachers in colleges, the 22 third-level indicators are ranked in order of weight from large to small: classroom summary ability > technology demonstration ability > assessment ability of course assessment > skill goal design ability > feedback ability of technical action information > theoretical explanation ability > ability to design knowledge goals > ability to implement teaching plans > ability to formulate teaching plans > ability to judge teaching competitions > lifelong learning ability > Ability to organize teaching content > Design ability of emotional goals > Ability to combine and create information feedback > Ability to promote the teaching process > Ability to feedback music rhythm information > Ability to modify teaching design > Ability to innovate scientific research > ability to select teaching facilities > ability to maintain classroom order > innovative ability of teaching methods > ability to adjust the teaching process.

Discussion

This paper takes the teaching ability of dance sports teachers in colleges as the research object, consults relevant literature and materials, and combines the interview results of 30 dance sports teachers in colleges to formulate the "Questionnaire for Evaluation Index of Teaching Ability of dance sport Teachers in Colleges", and distributes IOC to 5 experts The evaluation scale is used to test the consistency of the questionnaire. At the same time, Cronbach's α coefficient is used to test the reliability of the questionnaire, which preliminarily determines the prototype of the evaluation index system.

(Song Juan, 2021) taking the professional quality of dance sports teachers in my country's sports colleges as the research object, the literature method, questionnaire survey method, and rooted Theoretical investigation and research on dance sports teachers in 15 sports colleges in China, and using the Cronbach α coefficient to test the reliability of this questionnaire, thus preliminarily constructing the professional quality evaluation index system of dance sports teachers in sports



colleges. (Wang Chenglong, 2021) taking the teaching ability of physical education dance teachers as an elective course in ordinary colleges as the research object, through the method of literature, observation, and expert interview an evaluation index system for the teaching ability of teachers of dance sport is proposed.

This paper uses the Delphi method, takes two rounds of "Expert Questionnaire on Teaching Ability Evaluation Indicators of College Dance Sport Teachers" as a research tool, selects 17 experts in the field as the survey objects, and finally determines the evaluation index system of college dance sport teachers' teaching ability.

(Song Juan, 2021) Delphi method was used to select 25 experts with senior professional titles in the field or with more than 10 years of front-line work as the survey objects, carry out three rounds of data analysis, and finally determine the evaluation index system for the professional quality of physical education dance teachers in physical education colleges. (Wang Chenglong, 2021) In the "Research on the Construction of the Evaluation Index System for the Teaching Ability of Dance Sport Teachers as Elective Courses in Colleges", after two rounds of the Delphi method to screen and correct the indicators, a formal evaluation index system was finally obtained.

This paper uses the AHP method and the "Questionnaire for Determining the Weights of Teaching Ability Evaluation Indexes for College Physical Education Teachers" as a research tool, and distributes 10 expert weight assignment questionnaires.

In the "Research on Professional Quality Evaluation and Improvement Strategies of Dance Sport Teachers in Physical Education Universities in my country", AHP was used to assign values to indicators (Song Juan, 2021). In the "Research on the Construction of the Teaching Ability Evaluation Index System of dance sport Teachers' Teaching Ability as an Elective Course in Colleges", 11 expert weight assignment questionnaires (Wang Chenglong, 2021).

The research methods and tools, research process, and steps of this study are consistent with the literature, and the data analysis software used is different, but the results obtained by the same formula are consistent, which proves that the calculation of the weight value of this study is scientifically Effective.

Through empirical research, this paper conducts a comprehensive evaluation of the teaching ability of teachers, uses the relevant theoretical methods in fuzzy mathematics to evaluate the teaching ability of dance sports teachers in colleges, and obtains the total evaluation value of the teaching ability of the evaluated teachers and the evaluation values of indicators at all levels, to verify the scientific and operability of the evaluation index system for the teaching ability of college dance sports teachers. With the help of the established evaluation index system for the teaching ability of physical education teachers in colleges, the evaluation experts conducted detailed and thorough evaluations of the three evaluated teachers.

Recommendation

1. Application of research

1.1 School level

1) Strengthen discipline construction: colleges should increase the construction of dance sport education disciplines, improve curriculum settings, compile teaching materials, provide teaching resources, and improve the quality and level of education;

2) Select teachers scientifically: when recruiting teachers, the school should not be limited to academic qualifications, but first consider the professional level, pay attention to their professional knowledge and teaching ability, and also consider the mastery of basic theoretical knowledge related to the major;

3) Strengthen the construction of the teaching staff: schools should take multiple measures to strengthen the construction of the teaching staff, assist in improving the teaching ability of teachers, increase the training of dance sports teachers, support the professional development of teachers, attach importance to teacher training, and improve the professional quality and teaching skills of teachers.

1.2 Individual teachers



1) Improve comprehensive literacy: teachers need to establish lifelong learning awareness, pay attention to art knowledge learning; strengthen their cultural knowledge accumulation, enrich professional theoretical knowledge; establish project characteristic awareness, promote the integration of sports and art; strengthen teacher morality awareness, and improve personal comprehensive quality.

2) Enhance the awareness of innovation: teachers should constantly explore and apply new teaching methods and means, such as the introduction of multimedia technology, interactive teaching, etc., to improve teaching effects and student participation.

3) Strengthen the practice link: actively participate in major-related learning training and subject teaching competitions, and strengthen professional teaching capabilities through various channels.

2. For further study

1) The connotation of the teaching ability of physical education dance teachers in colleges is a problem that needs to be further clarified. Since the previous research was mainly on the analysis of the current situation of dance sports teachers, there is little literature on special research on their teaching ability. Although this study conducted an in-depth analysis of the teaching ability of physical education dance teachers in colleges based on literature analysis and expert interviews, there are still some limitations, such as the influence of the researcher's own experience and cognitive level, which may lead to some omissions in the definition and interpretation of the concept of teaching ability indicators. Therefore, in the follow-up research, it is necessary to further refer to relevant policy documents and expert consensus, and carry out in-depth excavation and supplementation of the indicators, to more comprehensively analyze and define the connotation and constituent elements of the teaching ability of college dance sport teachers, and provide a basis for the development of dance sport in colleges. Useful contributions are provided for further development.

2) In empirical research, sample selection is a key step, which directly affects the reliability and applicability of research results. However, due to the limitations of the researcher's ability and conditions, this study only selected three front-line dance sports teachers from the Xi'an Institute of Physical Education for evaluation. Therefore, the conclusions and recommendations of this study are only based on the evaluation results of these three teachers, and there is a lack of comparative studies with other schools and districts. There may be differences in the training methods of dance sports teachers in different regions and different levels of colleges. In addition, the learning background, gender, and age of dance sports teachers in colleges may also have an impact on their teaching ability. Therefore, if we want to further verify the applicability of the teaching ability evaluation index system of college dance sports teachers, the sample scope of empirical research should be expanded to cover college dance sports teachers of different levels and regions. In the follow-up research, efforts should be made to expand the scope of samples and increase the number of empirical samples to have a more comprehensive understanding of the current situation of the teaching ability of dance sports teachers in colleges and to deeply explore the ability differences among teachers. Through such efforts, a clearer cognition and understanding can be obtained, so that more effective suggestions and measures can be put forward in a targeted manner. Therefore, to further improve the cognition of the evaluation index system of the teaching ability of college dance sports teachers, future research should consider increasing the diversity of samples and covering college dance sports teachers of different levels and regions. Doing so can ensure the broad applicability of the research findings and provide a more reliable basis for putting forward more targeted and effective recommendations and measures.



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