

The Spiritual Education Value and Practical Approaches of Early Childhood Dance

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Abstract

Early childhood dance is an art activity for young children created according to the characteristics of their physical and mental development, which is characterized by intuitive image, sociality, and children's fantasy. It is characterized by intuitive image to show the form of all things for young children, which shows the knowledge of truth; young children shape their good character in the collective dance environment of cooperation and communication, which is for the sake of goodness; and young children experience the charm of dance art in the dance world of children's fantasy, which is for the sake of cultivating beauty. The truth, goodness and beauty it contains can nourish young children's hearts and promote the formation of positive psychological qualities in young children, which is an important way to educate young children. In this sense, educators should fully explore the value of early childhood dance according to the level of physical and mental development of young children, so as to achieve the dance wisdom - to promote the development of young children's cognitive ability, to dance ideology - to enhance the quality of young children's will, to dance and express their feelings. --Cultivate young children's positive emotions and feelings, nurture children's personality, and guide children's pro-social behavior. To realize dancing to nurture the heart and dancing to nurture people, and to promote the comprehensive and harmonious development of young children's body and mind.

Keywords

Early Childhood Dance, The Spiritual Education Value, Practical Paths.

1. Introduction

The heart is the root of human being, which dominates human thoughts and behaviors. Dance is a physical art with feeling, and it can be released according to the heart. If the heart is happy, the dance will be relaxed; if the heart is sad, the dance will be heavy, and it is a physical art with strong sensibility. Young children in the pre-operational stage rely on their own perception of things, therefore, the dance of young children with strong sensibility is an ideal way of mental education for young children. At present, the academic research on early childhood dance mainly focuses on early childhood aesthetic education, sports and other aspects, and has produced a large number of operational and feasible research results. However, there are fewer studies on the development of the value of early childhood dance for mental education and the path to its realization. It is of great significance to explore the value of early childhood dance and its realization path to enrich the way of early childhood education and promote the quality and quantity of early childhood dance.

2. Early Childhood Dance and Its Characteristics

Dance is a form of artistic expression accompanied by music, in which people use the language of rhythmic body movements as the main means of expression. The Learning and Development Guidelines for Children Aged 3-6 covers dance to the field of early childhood arts, proposing that educators should actively encourage and respond to young children's singing, dancing, imitating, performing and other behaviors, and guide young children to express and create beauty in their own way. [9] Based on this, early childhood dance is to explore children's characteristics and create songs and dances from children's perspective [13], which is in line with the laws of young children's physical and mental development, and is highly recognized by the society and loved by young children. It has the following characteristics:

2.1. Intuitive image

According to Piaget's theory of cognitive development, young children's thinking in the pre-operational period is truly representational (symbolic) [14]. This stage of young children to direct, image of the actual physical environment for thinking activities, cognition has a one-sided and superficial characteristics, so the action is too abstract, emotional expression is too complex dance movements young children can not understand and not accepted by young children. According to the physical and mental development of young children, the dance movements of young children are intuitive and clear, easy for young children to understand and master, mainly reflected in the following aspects: First, the dance movements are specific and graphic, Feng Shuangbai and others believe that the dance originates from the imitation of the human experience of the real world [15], is the reproduction of life and labor, since ancient times, human beings have been imitating the form of all things in the natural world as an important way of dance performances. [15]6 Young children's dance is also based on imitation, but due to the limited experience of young children, and the cognitive mode is still based on sensory experience, the focus on things is on the surface of things, so young children's dance movements are mostly simulated by the obvious characteristics of things. For example, children who have seen elephants will have a deep impression of elephants with long trunks and big ears, so the elephant dance will highlight the characteristics of its long trunk and big ears; another example is the butterfly dance, with small mincing steps, lifting the wrists of both hands from the side of the body to the top of the head, and pressing the wrists and dropping them back to the side of the body, which figuratively mimic the gestures of butterflies as they dance, and replacing the butterflies' stirring wings with their arms to move the butterflies with mincing steps to show the butterflies' dancing figures; and then there's the fish dance, which is characterized by the palms of both hands in front of In another example, the fish dance posture, hands together in front of the body, left and right around the eight palms to show that the fish swim in the water posture. Secondly, the dance emotion is visualized. During the pre-operational period, as young children's cognitive activities are still dominated by perception, their thinking is irreversible, which makes them unable to recognize complex emotions such as jealousy and guilt. At the same time, with the gradual development of young children's social behavior, young children have been able to understand and express basic emotions such as happiness, anger and terror. Specifically, they will appear jumping, spinning, waving arms and other body language when they are happy, and stomping, flinging their hands and other body language when they are angry. Therefore, young children's dance situations mostly use jumping, spinning, small steps and other movements to express happy, happy emotions, and stomping, flinging their hands and other movements to express negative emotions.

2.2. Sociality

"Dance is the elevated life of a simple servant" [18], i.e., dance is the artistic presentation of all human life activities and has social nature. The social nature of early childhood dance is

reflected in the ability to integrate social norms, behavioral norms, etc. into it, and teach it to young children in a way that they are happy to accept singing and dancing, so as to convey common sense to young children, cultivate young children's noble sentiments, and prompt them to feel and obtain cooperation, sharing, empathy, friendship, mutual assistance and other good virtues in dance.

The social nature of early childhood dance is mainly reflected in the following two aspects. First, the form of early childhood dance has a social nature, the process of early childhood dance itself is a social communication medium, in the collective dance, young children and teachers, peers dialogue, communication, and under the guidance of teachers, the cooperation of peers to complete the collective jumping, hand-holding circles and other dance movements, the sense of coordination and cooperation can be demonstrated; in the rhythmic dance activities, young children along with the music and their peers, teachers, parents experience the delightful atmosphere of dance, unrestrained and uncontrolled. In rhythmic dance activities, children experience the pleasant atmosphere of dance with their peers, teachers and parents, dance their limbs freely and express their pleasant emotions, and their positive emotions can be responded to and cared for. Secondly, the content of toddler dance is social. The content of toddler dance is mostly reflecting toddler's life and showing toddler's childish interests, which is aimed at guiding toddlers to be good and upward and healthy development. For example, the toddler dance "My Body", from head, shoulders, chest to legs, knees and toes, integrates the task of toddlers to recognize each part of the body into the dance, so that they are clear about the position and function of each part of their body, and the toddlers' self-consciousness can be developed during the dance; and for example, the toddler dance "Changing Expressions", which shows different expressions of the toddlers, through the expression of facial expressions and body language, such as being happy, angry, surprised, thinking, etc., the toddlers develop self-consciousness to recognize themselves. Through the expression of facial expressions and body language, such as happiness, anger, surprise, thinking, etc., the children can observe the emotional changes of others while developing their self-awareness and recognize their own emotions, thus reflecting their social emotions; and the children's dance "Compassionate Farmer", which expresses the hard-working peasants, reminds the children that they should cherish food and not waste food. Whether it is to guide young children to obey traffic rules, pay attention to the traffic lights of young children's dance "Crossing the road", or to encourage young children to bravely admit their mistakes, to be honest and good children of young children's dance "good children to be honest" is a direct embodiment of the social characteristics of young children's dance, young children's dance of the social nature of the dance lies in the reflection of the young children's childish life, at the same time, will be the social norms, the norms of behavior into the dance, young children absorb and form in the dance It is a positive and good guidance for the growth of young children.

2.3. Children's fantasy

Child refers to children; illusion means false and unreal. This is another artistic characteristic of young children's dance, that is, young children's dance carries young children's exaggerated fantasy imagination, full of children's unique childishness, and it is a bridge to communicate between young children and all things. Specifically embodied in the following: First, the cognitive pan-spirituality leads to the thinking that everything has a spirit. 3-6 years old children are in a fuzzy and chaotic state of cognitive formation in the process of psychological development. They will see many substances around them as alive and living beings, such as young children often have dialogues and exchanges with their dolls, flowers, plants and trees. Young children's dance is child-oriented, which incorporates a large number of dynamic elements, such as young children's dance "dolls and bears dancing", the use of hand in hand in the dance circle, jumping kicks and other actions to express the doll dolls and bears dancing in

a cheerful scene, the dance will be unconscious, soulless dolls as spiritual playmates, young children from time to time to imitate the bears, and sometimes act as dolls; and then in the young children's dance "woodpecker" to swinging In the dance "Woodpecker" for young children, the swaying body is used to show the tree being healed by the woodpecker, and the human body reaction is transformed to the imaginary tree, anthropomorphizing the tree. The second is the reproduction and recreation of young children's life experience. For example, when young children see a flying bird, they will run with open arms and imagine themselves flying like a bird. The young children's dance created from young children's point of view will substitute themselves into the role of the bird, and create actions such as bird feeding and bird resting to guide young children's infinite imagination and enrich the connotation of young children's dance. By the same token, young children will reproduce the plots they see in cartoons, picture books and movies in their lives, and the most direct way is imitation, imitating costumes and movements. Such as toddler dance "magic change change change", dance toddlers in the "magic" to help change into a variety of small animals, different colors of dolls, a variety of cars, etc., to meet the young children's strange fantasy. The children's dance is full of children's fantasies, so that children can feel the freedom of their bodies and experience the dynamic and fantastic beauty of the dance art.

3. The Spiritual Education Value of children's dance

"The education that leads the individual to build up the inner spirit is the education of the heart. [1]" Regarding the inner spirit, Wang Guowei believed that "the spirit is divided into three parts: knowledge, emotion and will. This three and have the ideal of truth, beauty and goodness: truth is the ideal of knowledge, beauty is the ideal of feelings, goodness is the ideal of the will." [5] The inner spirit of the accumulation of human personality, the externalization of human behavior, so early childhood education is from the internal and external levels of young children in the cognitive, emotional, will, personality and behavioral cultivation and shaping, and then nourish the young children's minds, so that they reach the realm of truth, goodness and beauty. Early childhood dance with vivid image and cheerful music melody is a physical art that expresses truth, promotes goodness and nurtures beauty, which is of great value to mental education, and is specifically manifested in the truth of the interest of dance, the goodness of the meaning of dance, and the beauty of the shape of dance.

3.1. The true interest of young children's dance

Early childhood dance originates from the reality of young children's life and reflects the interest of young children's life. The interest of young children's dance is specifically reflected in the following three aspects: First, young children's dance imitation is really interesting: imitation is the nature of young children, young children's dance activities to follow the nature of young children's imitation, most of the content of its performance comes from the practice of young children's lives and life things, such as imitating the cute or behavior of small animals, imitating cartoons or TV characters. In the dance activities, the teacher will weave the things that the children are interested in into the dance and guide them to imitate and learn. For example, imitating the frog jumping dance posture (split-legged jump), the bunny jumping dance posture (parallel jump) to practice the children's leg strength; or imitating the swan posture, straight trees to regulate the children's standing posture; and so on. Young children in the dance activities through the imitation of all things in nature so that all aspects of the body can be integrated training, in terms of young children, they are good at simulation in the completion of the boring dance training, is a direct reflection of the fun of young children's dance. Secondly, the real fun of early childhood dance: dance can not be separated from the music, most of the early childhood dance in the form of singing and dancing together with the dance gesture image of the expression of music, the two complement each other, mutual

integration, young children can sing and dance in the dance activities to feel the music and dance the beauty of the fit. At the same time, early childhood dance is not static, there are some white space in the dance activities, children can improvise or create their own dance according to the changes in the music, reflecting the infinite fun of early childhood dance. Thirdly, the real childish interest of early childhood dance: the childish interest of early childhood dance includes two aspects, one is that the content of the dance is full of childish interest, i.e., the early childhood dance is based on the innocence and romance of young children, lively and wanton, and the young children's playfulness, agility and doubtfulness are integrated into it, which presents different interesting ideas of childhood. For example, it reproduces the dozing dance of young children who are tired of playing and dozing off, and the jumping dance of going to school with a small schoolbag on their backs, etc. Secondly, the dance process of young children is full of children's interest. When young children dance is no longer a noun, but as a verb appears, we can say that young children in the dance, is their innocence and childishness is reflected. Young children love to dance, they wave their arms, play happily, and use their slightly clumsy and not flexible enough limbs to express their joyful emotions and at the same time to enjoy themselves, so the process of young children's dance is the process of young children's self-pleasure, and the process of young children's childishness. In different stages of human beings will be interested in different dances, 3-6 children are keen to show "I am a jumping candy" this kind of dance, children wearing colorful candy costumes, jumping up and down left and right along with the music as if the jumping candy is exploding in their mouths, there are exchanges with their peers in the dance, the teacher's approval, the parent's encouragement, the young children are immersed in a joyful dance atmosphere, being nourished by the joy of growing up wantonly, and the interest of children is highlighted and framed at this moment. At this moment, the children's interest is highlighted and fixed. The fun, joy and interest of young children's dance truly reflects the process of young children's life activities, and is the artistic embodiment of the interest of young children's childhood.

3.2. The Goodness of the Meaning of Early Childhood Dance

Regarding goodness, Li Enlai believes that "goodness is the harmony of human morality" [16], and Gao Ning believes that "'goodness' is goodness and belongs to the category of morality. People's moral behavior is good behavior, with social attributes." [17] Therefore, the basic meaning of "goodness" is goodness, kindness, and moral behavior. The meaning of dance is dance imagery, which is composed of several dance symbols. According to Saussure's view of semiotics, symbols can be categorized into two forms of meaning: "able to refer" and "referent". [19] In the context of dance imagery, "goodness" is the basic meaning of "goodness" and "goodness". [19] In dance expression, "can refer" is manifested as concrete action, which is external and visible to the audience's eyes; "refer" is manifested as the emotional significance of dance expression, which is internal and not directly observable to the naked eye. Therefore, the composition of dance imagery is the result of the creator's fusion of static modeling, dynamic dance posture and the emotion he wants to express. "According to Wegman, dance imagery is intrinsic and invisible, and it is dance only when it expresses emotion and becomes a visible image." [12] To summarize, dance imagery is the source of dance image, and the audience can realize the meaning of dance through the shape of dance. The imagery of early childhood dance is composed of all kinds of images of people and things, social good behavior, moral models and so on as a prototype, to extract the elements of movement, to generate the shape of the dance and dynamic dance. For example, the toddler dance "Manners Song" and "Hand-washing Song", which guide toddlers to be polite and clean, incorporate salute, greeting, goodbye, smile, hand-washing and other movements into the dance, teaching toddlers to love life and be civilized. Another example is the toddler dance "I Love Little Animals", which highlights all kinds of little animals, such as kittens, chickens and ducks, and guides toddlers to respect life and love little animals, so as to build up a sense of life in toddlers. Another example

is the toddler dance "If I were a little ant", in which the dance uses the collective carrying of rice, the role of guards and other forms to highlight the little ants' qualities of hard work, unity, cooperation and mutual assistance, and to guide the toddlers to form moral qualities such as friendliness, sense of responsibility and unity. The goodness of young children's dance imagery is mainly embodied in the ability to convey beautiful, positive and positive emotions to young children through the interpretation of dance, prompting young children to intuitively feel the good behavior, think about the moral basis for the behavior, and form a correct moral cognition, and then create their own and develop good behaviors.

3.3. The beauty of the form of early childhood dance

The beauty of the form of early childhood dance is mainly embodied in three aspects: beauty of form, beauty of body and beauty of image.

Formal beauty of early childhood dance is composed of two parts, one is the perceptual material, which mainly includes the changing music rhythm, dynamic dance posture, colorful dance costumes, etc.; the other is the combination law between the perceptual material that constitutes the formal beauty of early childhood dance, early childhood dance is a combination of music and dance, which is carefully choreographed and made according to the level of physical and mental development of young children and the rhythm, level and other requirements of early childhood dance creation, which expresses the music rhythm and conforms to the rules of physical movement of young children. According to the level of physical and mental development of young children and the rhythm and level required for the creation of early childhood dance, early childhood dance is a combination of music and dance, which is carefully choreographed, expresses the rhythm of music and meets the laws of physical movement of young children's art activities. In early childhood dance, there are different styles and rhythms of music, with different body and emotional performance and different color matching of costumes, so that young children can experience the beauty of the fit between music and body language, the matching of dancing posture and costumes, and the fusion of emotion and music, and form a different experience of the beauty of dance. Another important embodiment of the beauty of the shape of early childhood dance is the beauty of the body, the body is the core composition of the dance activities, the beauty of the body to make people feel happy and confident. China's classical literature "Luoshen Fu" to "fluttering like a stunning, graceful as a swimming dragon" to describe the lightness of the Goddess of Mercy, it can be seen that physical beauty is the pursuit of mankind since ancient times. Dance for young children is based on the premise of young children's body awareness, guiding young children to form an elegant posture by sinking their shoulders and pulling their backs, and exercising young children's bodily functions by practicing basic skills such as ligament stretching and hooking and tensing their feet to form muscular strength, so as to make their bodies elegantly controllable and dynamically beautiful. Finally, the image of the beauty of the shape of the dance. Dance image is the root of dance creation and appreciation, through the dance image we can understand the feelings and ideas expressed in the dance. The image beauty of early childhood dance refers to the positive and beautiful role image portrayed in the dance, which can arouse the corresponding empathy of young children and trigger resonance through the portrayal of such images. For example, the image of heroes, doctors, laborers, mothers and fathers, etc. The image of beauty in the dance will prompt children to form a sense of role model, and become a powerful guide for children's learning and action.

4. The Practical Approaches of Early Childhood Dance to Spiritual Education

To summarize, the functions of truth, goodness and beauty in early childhood dance can guide the formation of a good heart in young children, which is of great value to the mental education

of young children. Educators can start from the five aspects of young children's cognition, emotion, will, personality and behavior, and actively explore the elements of mental education in early childhood dance to promote the formation and development of young children's positive mental qualities, and to guide young children to reach the realm of truth, goodness and beauty.

4.1. Wisdom through dance - promoting the development of young children's cognitive ability

Early childhood cognitive ability is a prerequisite for the intellectual development of young children, and good cognitive ability can promote the intellectual development of young children. Cognitive ability includes perception, attention, memory, imagination and thinking ability. "Research has shown that exercise can affect brain plasticity through multiple pathways and can enhance cognitive ability by increasing nutrients and neurotransmitters to promote stem cell differentiation." [4] Early childhood dance is an artistic expression of visual, auditory, and tactile multi-sensory joint movement for young children, in which hand movements (e.g., orchid fingers, broad fingers, etc.), parallel jumping, hooking and tensing the feet, and other dance movements can be utilized to promote young children's limb coordination and acuity, and to improve their body awareness. Early childhood dance is an artistic activity reflecting the life of young children, mainly based on imitation. Teachers can guide young children in the process of imitating things by observing, touching, and describing in words to improve children's attention and perception, clarify the origin of the dance movements, and enhance children's memory of the dance. Dance for young children is based on respect for young children, including respect for young children's way of thinking and language. In the process of dance teaching, teachers can use a lot of exaggerated language in line with the understanding ability of young children to guide the imagination of young children, such as standing posture training, reminding young children to feel the ceiling above their heads, stretching and hooking taut feet training to remind young children to hook their feet when the toes go to their noses, and also such as wave hand dance training to guide young children to imagine the flow of the waves, and so on. In the dance of young children through the front, back, left, right, up, down and other spatial orientation training, to promote the development of their thinking ability and resilience.

4.2. Dance to express emotions - cultivating positive emotions in young children

"Emotions and feelings are the experience of a person's attitude toward objective things, a reflection of the relationship between objective things and individual needs." [3] has positive and negative points, "young children's emotional expression is an important basis for adults to obtain information about the state of life activities of young children" [11], young children's positive emotional experience through the internalization of the expression of positive emotions to promote the growth and development of young children and learning; on the contrary, it produces negative emotions, which will have a negative physical and mental development. The other way around, negative emotions will be generated, which will adversely affect their physical and mental development. Liang Qichao once said, "The greatest weapon for emotional education is art. [And "dance is the mother of art" [10]. The first step in cultivating positive emotions in dance is to guide young children to obtain positive emotional experiences. In dance, when the dancers use body movements to tell a story, describe a scene, and express a picture, the dancers' eyes seem to float in front of the forest, mountains, rivers, and the sea, and they must feel the fragrance of birds and flowers. The infectious power of dance is conveyed to the audience through the emotional catharsis of the actors, forming a visual experience of dance emotion and stimulating the audience to form emotional resonance. Teachers guide children to follow the storyline to feel the different emotions in the dance, capture the subtle changes in emotions, so as to stimulate the corresponding emotions to form empathy, such as pleasure,

happiness, nervousness, anger and so on. For example, in the children's dance "Dreams of Left-behind Children", the children intuitively feel through the dance that left-behind children have the same interests as the children and like to laugh and play; the only difference is that they have been separated from their parents for a long time, and lack of parental care. The teacher guides the children to feel the loss and loneliness of the left-behind children during the dance enjoyment to stimulate the empathy of the children and urge them to learn to understand and care for others.

Secondly, it encourages children to express their emotions through dance. The preface of Mao Poetry wrote: "Emotions move in the middle and take shape in words, and when words are not enough, they sigh in contempt, and when contempt is not enough, they sing, and when singing is not enough, they don't know that their hands are dancing and their feet are dancing." When the high emotions can not be expressed through language and poetry perfectly, the only way to show through the body to the most primitive way of dancing, visible dance is the highest form of emotional expression. Teachers can give young children the role of small dancers through improvisational dance, guide children to express themselves freely in the music, and express their emotions through running, jumping, spinning, raising their hands and other actions, so that young children can get a sense of accomplishment in dance, increase their interest in dance, and promote the occurrence and development of their positive emotions.

4.3. Dance as ideology - to improve the will quality of young children

"The quality of will mainly includes self-consciousness, decisiveness, perseverance and self-control,"[7] is the embodiment of willpower in individual will actions. Young children's volitional actions are mainly manifested in behavioral purposefulness and perseverance. The process of dance is not constant to make children happy all the time, and the repetition of basic exercises will also make children feel boring and tedious, and the training of flexibility and strength is even more challenging to children's bodies. Teachers should encourage children to set appropriate goals and accomplish different levels of physical and mental challenges through their own perseverance and hard work with the company of their peers during the basic skills training. For example, in the sitting front leg exercise, the movement is broken down into three stages, with different goals set at different stages, first guiding children to reach the fingertips to touch the knees, then to the fingertips to touch the toes, and finally to the abdomen to the legs to complete the stretching action. In this process, children need a high degree of self-control, self-consciousness and endurance to overcome the discomfort of leg muscles and Achilles tendon during leg press and to accomplish the predefined goals. Teachers can also set up role models for children through dance appreciation in dance activities, such as the children's dance "Learning from You", the children through the imitation of the volleyball players in the competition constantly falling, jumping and other actions, to feel the volleyball athletes in the face of setbacks to rise up and fight, all together the more courageous spirit of perseverance and adversity and determination to go up. Encourage children not to give up easily in the face of difficulties, and gradually build up children's tough will quality and courage to take up responsibilities without fear of setbacks.

4.4. Nurture nature with dance - promote the development of young children's personality

Makarenko proposed: children will become what a person, mainly determined by what you make him into a kind of before he was 5 years old [2], early childhood as a key period of personality development, this stage of education and guidance for young children is to promote the healthy development of its good personality decisive factor. Early childhood dance is lively, full of children's interest and beautiful, which can satisfy the needs of body movement and thinking and imagination in early childhood, enhance the confidence of young children in dance activities, and enable young children's physiological and psychological aspects to continue to

develop, and promote the development of their personalities. First of all, teachers can formulate different dance themes for young children, and all kinds of role images in the dance can become the objects for young children to imitate and volunteer to become role models. For example, the heroic image of the People's Liberation Army in the young children's dance drama "Spirit of Lei Feng", as well as the image of a little Lei Feng who is willing to help others, show young children the virtues of helping others, unity and patriotism, and so on, and sow the seeds of goodness in the young children's hearts and minds, which is beneficial to guiding the formation and development of the correct world view of young children, so as to promote their personality development. This is conducive to guiding the formation and development of the correct worldview of young children, thus promoting the occurrence and development of good behaviors in young children. Secondly, dance, which integrates games and music, is an attractive group activity for young children. Teachers guide young children to dance happily with each other in an atmosphere full of creativity, and in the process of dance, young children's sense of cooperation and responsibility can be developed, so that they can experience success in cooperation together, thus promoting the development of young children's social nature. Finally, according to the physical development of young children, teachers use scientific training methods to stimulate the interest of young children in performing through the enrichment of body language and role-playing, focusing on the affirmation of young children's dance performance in the activities, protecting their desire for creativity, and cultivating a positive, optimistic, and courageous character to show and express themselves, thus promoting the healthy development of the young children's unique personalities, and the formation of a courageous and self-confident character qualities. This will promote the healthy development of children's unique personalities and the formation of brave and confident character qualities.

4.5. Dancing and practicing - guiding the occurrence of pro-social behavior of young children

The pro-social behavior of young children mainly refers to the cooperation, sharing, friendliness and other good behaviors that are not aimed at obtaining rewards and rewards, and the motivation for their behaviors mainly comes from the results of self-internalization or altruistic orientation of young children. Young children's pro-social behavior can be obtained through observation, experience and practice, etc. Young children's dance responds to young children's practical life situations, which can be experienced, imitated and imagined in dance, guiding young children's empathy and promoting the development of young children's pro-social behavior. For example, in the dance of "Adventures of Little Penguin", at the beginning of the dance, little penguins were playing happily, but suddenly a little penguin was trapped by the plastic garbage made by human beings, and the little penguins tried their best to save each other, and finally rescued the trapped little penguin under the joint efforts. In order to restore the purity of nature, the penguins picked up the garbage on the ground and put it into the garbage can one by one. With the efforts of everyone, the beautiful home was restored, and the penguins were able to dance happily in their beautiful home again. In the dance, the children can visualize the different emotions of the penguins through the setting of the scenario. First of all, the children feel sad when the penguins are trapped, and we all try to rescue them, which reflects the spirit of unity and mutual help; secondly, the children understand that littering will damage the ecological environment and lead to homelessness, and then they will become angry, and then form the emotion and moral cognition that littering is a bad behavior, which will bring harm to other people; lastly, the penguins work hard to restore their beautiful home, and then they dance happily. Finally, with the efforts of the penguins, nature is restored to its original state, and the children dance happily together to experience the beautiful results of the penguins' good behavior. Through the children's dance "Adventures of Little Penguins", we can stimulate the children's inner goodwill and cultivate the good behavior of caring for and helping

others, and caring for the nature without littering. Through children's hands-on dance practice, the meaning of the dance is internalized, creating a positive impression in children's minds, and ultimately, the good behaviors shown in the dance activity are externalized into children's actual behaviors, which promotes the occurrence of children's pro-social behaviors and their orderly development.

5. Conclusion

Early childhood dance is a part of early childhood art education activities, which is an ideal way to cultivate young children's hearts. The article has elaborated on the value of early childhood dance in mind education and proposed a path of mind education for early childhood dance. However, in practice, we need to take into account that the premise of the heart of early childhood dance is the educator's full excavation of the heart of early childhood dance education elements, as well as the educator's full understanding of the young children, the teaching should not be randomly selected materials, a dance more than one, should be selected to the appropriate content of the young children at different stages of the tailored to the needs of the young children. At the same time, the path of early childhood education is not only limited to early childhood dance, but also can be extended to other art areas of teaching, teachers with an open mind from multiple perspectives, multi-channel organization of teaching, in different forms of art to extract the elements of mental education, so that young children in a pleasant and full of art atmosphere to nourish the soul and enrich the spirit.

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