The Effect of Dance Education on College Students' Artistic Quality Under the New Media

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ABSTRACT

Cultivating diversified and high-quality talents is the mode of cultivating talents in higher quality education. Aiming at the effect of the innovation of dance education system, the authors study the change of its influence on college students' artistic accomplishment under the new media form. Firstly, it analyzes the research status of the integration of dance education development and new media education in various countries, and improves the shortcomings of traditional dance teaching. Starting from new media technology, the education process is optimized by means of mobile network, intelligent communication, and wireless sensing. Finally, the regression model is used to test the influence of new media means on the artistic accomplishment and employment trend of college dance education students. The results show that dance education in the context of new media can improve students' artistic literacy and help college students achieve the goal of rapid employment.

KEYWORDS

Artistic Accomplishment, Dance Education, Evaluation System, New Media Platform, Regression Model

INTRODUCTION

Dance is an indispensable part of art education in colleges and universities. It significantly improves students' physical quality, body posture, and movement skills (Guo, 2020). Dance education also promotes students' communication in teamwork and collaborative creation. All colleges and universities dance program aim to cultivate students, with aesthetic education as the primary goal, integrating students' emotional characteristics and the artistic atmosphere (Salfran, 2019). Dance education in colleges and universities is also a frontier subject of art courses, which should focus on cultivating students' artistic quality (Bosi, 2002). The aesthetic level is mainly reflected in students' artistic quality and creative ability (Warburton, 2003). However, learning occurs through repeated actions in the actual classroom, so innovative elements must be incorporated (Wen, 2021). Dance can not only highlight the vitality of life but also express the spiritual connotation of human beings. Dance is the product of artists' refining and processing based on life (Mao, 2021). It can create dynamic truth,

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goodness, and beauty in concept and offer moving emotional activities to enrich people's spiritual worlds. At the same time, dance, as a form of beauty, has an unshakable position in social culture. Therefore, dance education in colleges and universities can help students master dance knowledge and theory but also help shape their bodies, improve their aesthetic taste, ability, and artistic temperament, and improve their overall quality (Bonbright, 1999). Similar to many quality-oriented education disciplines, colleges and universities can draw on various approaches to dance and art education, including professional dance courses, public elective dance courses, dance clubs with different styles and distinctive features, and various literary and artistic competitions on or off campus (Liu, 2021). Many students participate because of their hobbies and use new media technology to learn, share, and display the charm of dance art in different forms and means of expression.

New media platforms share the characteristics of audio-visual integration, vivid images, and rich information, and their use is not limited by time or space(Posey, 2002). With the effective use of digital technology, new media can provide users with services and information through computers, mobile phones, wireless communications, computer networks, satellites, and other channels. The resources needed for teaching can be quickly mobilized. The new media allows the study of dance theory, the practice of simple dance movements, and the content, artistic conception, emotion, aesthetics, and impact of the works to be displayed in multiple ways (Levin, 1978). The emergence of new media technology has changed many people's lives, and new media technology has been integrated into various industries. New media technology has revitalized many industries that were in decline.

Regarding college dance performance, we should recognize the advantages of new media and make rational use of this technology to promote the development of college dance education. The concept of new media is the main application used in educational reform. We can use it to spread new educational concepts to students through the Internet, mobile devices, and other media. Compared with traditional education, adding new media technology to dance courses in colleges and universities can improve interactivity in the education process (Brooks Mata & Kasra, 2017). Teachers use new media tools to teach content beyond basic knowledge, effectively combining old knowledge with new knowledge in the teaching process. This new approach to dance teaching should use media tools as auxiliary tools for students' learning, mainly to improve their motivation to learn and help them form subjective initiative (Qu, 2018). To transform participatory teaching, media platforms should be used to exchange learning content through interactive applications. Therefore, adding new media to the dance education system in colleges and universities can help students improve their learning efficiency. For college students' artistic literacy, the educational concept of new media transformation aligns with the requirements of the local education system.

At present, relevant research on the impact of dance education on college students' artistic quality in the form of new media is lacking. With the continuous development of new media technology, dance education is also constantly innovating and improving. Therefore, by studying this new form of education, we can better understand its impact on college students' artistic quality and thus provide a reference for developing quality education. This study explores the impact of dance education in the form of new media on college students' artistic quality. Specifically, the research analyzes the impact of new media on college students' professional level, artistic quality, and employment tendencies— as well as the dynamic changes in college students' artistic quality after the introduction of new media—through questionnaires, support vector machine models, and regression prediction models. The survey results provide a reference for developing dance education through new media and support for improving college students' artistic quality and promoting their rapid employment. The research results can help educators better understand the impact of new media on dance education, optimize the education process, and improve the quality of education. At the same time, the study can also help students better understand new media technology, improve interest in and effects of learning, and enhance employment competitiveness.

Given the impact of innovation in the dance education system, this research studied the changes in the effect of dance education on college students' artistic literacy in the form of new media. First,

we used questionnaires to explore the development of dance education at home and abroad and the application of new media in various disciplines. Secondly, we used a support vector machine model to analyze the impact of new media on college students' professional level, artistic quality, and employment tendency. Finally, we selected a random university sample to analyze the dynamic changes in college students' artistic literacy after the new media was added using a regression prediction model.

DEVELOPMENT OF DANCE EDUCATION IN VARIOUS COUNTRIES

With the steady development of higher education, the role of dance education in colleges and universities is increasingly evident within the current quality education model. As a form of art education, dance education not only trains talented dancers but also positively impacts the quality of student training. Therefore, dance education significantly affects the development of college students. At the same time, it is also a manifestation of aesthetic education. Cultivating college students' artistic quality in dance teaching can help students learn about and deeply understand professional culture. Under the influence of artistic accomplishment, the dance specialty becomes active, laying a foundation for future work and an artistic career (Lu, 2022). Therefore, we must improve the communication process between students in dance education to help them understand the hidden meaning of professional knowledge. The cooperation and interaction between students can also collide with different artistic sparks (Chan et al., 2010). This immersive artistic atmosphere can speed up the formation of students' creative thinking. In the development of innovative thinking, the cultivation of artistic literacy is the core link. Only by constantly updating and creating can we test the changes of our own cultural and artistic level.

From another point of view, dance education involves cultivating body movement art and displaying aesthetic characteristics (Xu & Zhou, 2021). In colleges and universities, dance education is divided into professional and non-professional sections. Professional dance education entails the training of dance talents. It aims to enable students to consolidate and improve their dance skills through learning and show their dance advantages in future employment to add new talent to the dance industry (Quan et al., 2022). In contrast, non-professional dance education, like universal education, enables students to improve their artistic quality. Students can further improve their aesthetic and creative abilities after learning dance knowledge. In addition, students can continuously improve their psychological, physical, and moral qualities through learning dance. In general, dance education can help students achieve all-around development and become essential art talent.

German classicists put forward the idea of artistic aesthetic education several centuries ago. This intuitive aesthetic demand has attracted much attention (Fan, 2021). Such scholars believe artistic literacy and aesthetic education can directly affect and intervene in people's daily lives. In terms of dance teaching content, the basic idea of aesthetic shaping is put forward first. Many scholars firmly believe that cultivating artistic literacy and aesthetic feeling can help people improve rational judgment and daily senses (Li, 2021). This is further reflected in action ability and communication performance. Other Western countries pay significant attention to the internationality and popular nature of dance culture. In the process of cultural diffusion and local exchange, scholars have analyzed the interactions between different countries and races. This phenomenon of dance education also promotes the internationalization of this major. More and more foreign cultures and local arts collide, forming a mixed and complex artistic atmosphere. In the process of dance education dissemination, scholars also use a variety of artistic means to optimize teaching methods (Stinson, 2005). Among them, the new media teaching method integrated with modern technology has become widely used. As early as the 1980s, research began to focus on the dance specialty of new media transformation in China. At the initial stage of the development of new media, college mathematicians paid more attention to computers, ignoring the artistic nature of dance education. As national economic strength has developed, a new definition of media technology has emerged at home and abroad. In the Internet era, all media platforms can be defined as new media (Wang & Zheng, 2020). This unique educational

method has helped dance teaching to become exciting and innovative again. At present, more and more students are focusing only on professional skills, ignoring the content of art education. They have different definitions of artistic literacy and aesthetic concepts. We find that dance teaching influenced by forms of new media has significantly improved college students' artistic literacy, so we have adopted an analytical model to study it (Cheng & Wang, 2020).
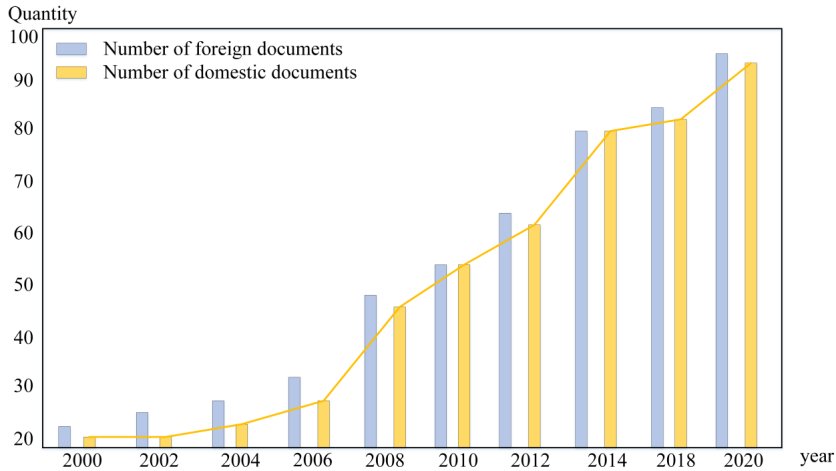
IMPACT OF NEW MEDIA ON ARTISTIC LITERACY AND TRENDS IN DANCE EDUCATION

Art Development and Satisfaction

Due to the limitations of social development, many colleges and universities only pay attention to basic subject knowledge and largely ignore art majors such as dance. Dance teaching in colleges and universities does not enjoy widespread popularity, and many students have no opportunity to experience formal dance classes(Ma, 2023). The unreasonable dance teaching curriculum in colleges and universities has affected the improvement of teaching. While improving students' skills, colleges and universities often neglect to integrate the improvement of students' artistic awareness and cultivate their creative talent. Dance teaching materials in colleges and universities have several problems, as they are not always pertinent to the current movement(Li, 2021). Some teachers use out-of-date content, unaware of the latest trends and students' psychology. In today's universities, many students want to showcase their personality and learn more dance content, especially fashionable dance moves. Therefore, teaching only the original content cannot meet the needs of students. Moreover, the setting for the content is not rich enough to capture students' interest. Historically, the dance major's status in society was not apparent. Most subjects are related to books and classroom teachers, and non-dance majors have little connection with those majoring in dance. This has led to the loss of dance education to the detriment of long-term development. The dance specialty is rigid in people's thinking, limiting its role to the classroom. However, with the advent of the information society, modern educational means have emerged as ways to change the traditional classroom. Adding new media elements to dance education has become common in colleges and universities. Many excellent works have emerged in dance because the discipline keeps up with the pace of the times through a continuous development process(Rajko et al., 2022). In order to show the essence of dance, dance needs to be closely linked with the times. In line with present trends, new media can promote dance teaching. Through the application of new media technology, dance teaching can achieve further innovation. Thus, we first investigated the proportion of research literature on new media optimization in dance education in China and abroad, as shown in Figure 1.

Figure 1 indicates that foreign countries have taken the lead in adopting new media approaches in dance education, with the number of studies abroad higher than in China. China has gradually increased its attention to this field since 2016, and the number of studies has increased significantly. However, the national and social requirements for professional dance students are only concentrated in the scope of schools. Although the dance discipline is divided into many departments, the teaching focus is relatively systematic and unitary. For example, the most prominent method involves oral and personal teaching, which is not only reflected in dance teaching but also in teaching other traditional skills. Traditional teaching attaches great importance to these methods, which have certain advantages, such as effectively preventing skills from being improperly transmitted to the outside world and ensuring the uniqueness and purity of skills. However, such teaching methods are contrary to present development. The choice of a single teaching method is not conducive to the development of dance in today's society. The traditional dance teaching method can no longer meet the requirements of dance majors. Some teachers lack diverse teaching methods, others' cognition of dance knowledge is rigid, and still others ignore students' autonomy. With the concept of new media education gradually going deeper into the classroom, more teachers have begun combining it with dance art. New media
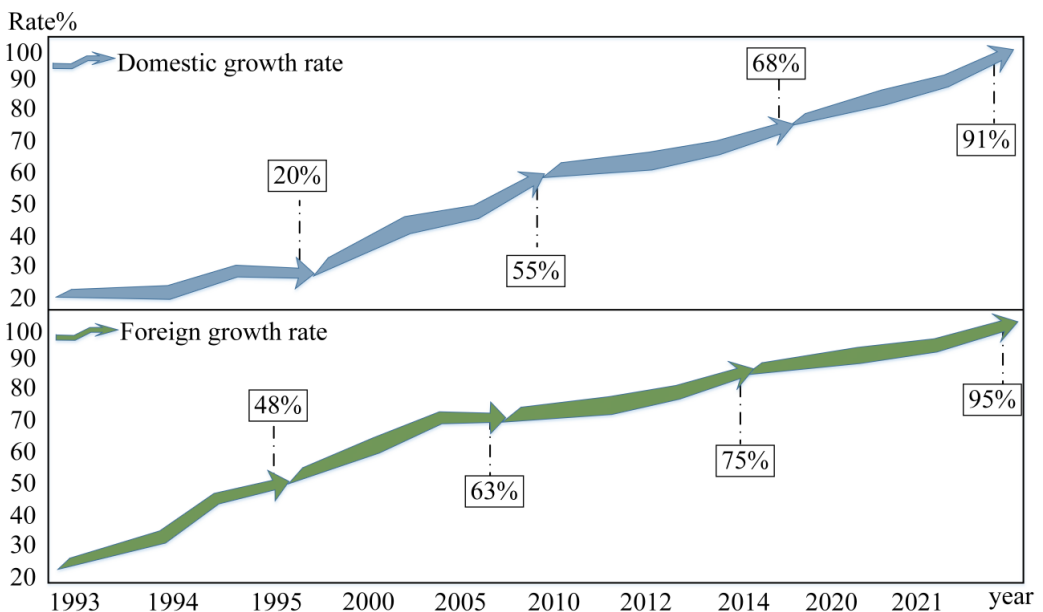
Figure 1. Proportion of research literature on the optimization of new media for dance education at home and abroad

is a form of communication based on computers and the Internet. Unlike traditional media, it is more suitable for a big data environment. It covers various modes of digital evolution, from network media platforms to intelligent terminal platforms. Modern tools such as big data and digital electronic technology can be applied in new media(Gao, 2022). The increasing trend of this evolving media tool is undeniable, as shown in Figure 2.

Figure 2 compares the development speed of new media in China and abroad, with the growth becoming evident by 2000. China started late in the initial stage, and the development speed of foreign new media technology is faster than ours. Therefore, with this continuous promotion, people

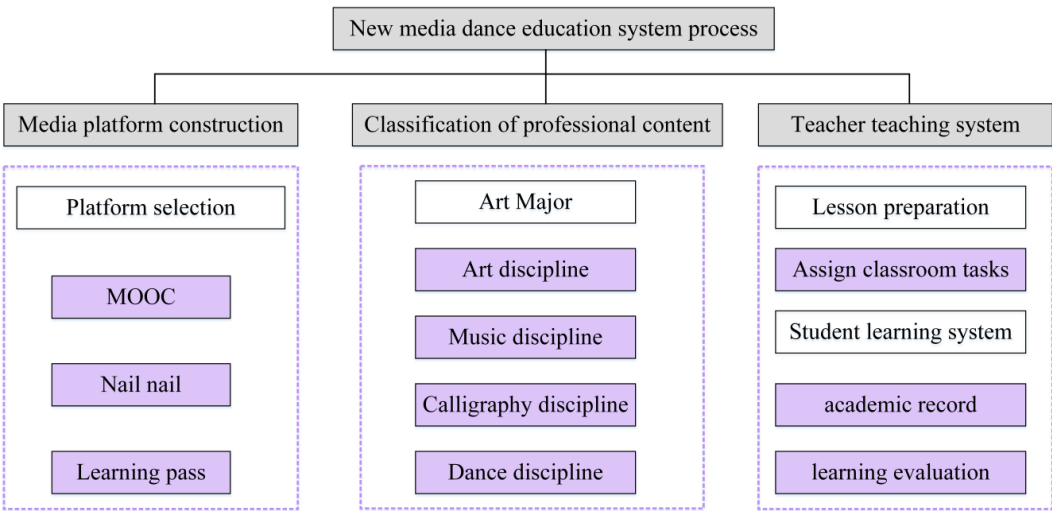**Figure 2. Development speed of new media at home and abroad**

have displayed a growing demand for new media in their daily lives. New media platforms and the Internet enable quick access to newspapers, news broadcasts, and television. Computer technology has continuously transformed these convenient and fast information sources, finally developing into media forms such as TikTok, headlines, Baidu, and Weibo. Combining new media elements with dance education in colleges and universities must start from the theoretical aspect. Teachers can use various new media platforms to integrate teaching content, innovate dance forms, change teaching methods, and enhance teaching quality.

Specifically, dance teachers should flexibly apply the most popular, up-to-date video shooting methods. With the help of cameras, students become more careful in their dance practice. Then, the teacher can organize a dance competition, let students choose a new media platform, shoot their own dance performance, and then upload them to the platform. The video with the highest click rate over a fixed period wins, with the creators of the video rewarded accordingly. Properly integrating new media technology into dance teaching can help dance relate more closely to and reflect the characteristics of the times. In addition, new media can also bring dance content closer to the public. A significant gap exists between dance—an art form—and people's real lives. However, through multimedia technology, more people can feel the connection between dance and the times, allowing artists to bring dance content closer to life and produce more valuable dance works. New media education provides many learning resources but also changes students' artistic self-cultivation. Thus, we used the control evaluation to build a new media dance education system model. The process is as follows:

Figure 3 demonstrates that the teaching process influenced by new media mainly includes media platform construction, professional content classification, and a teaching system. These involve items such as student learning systems. Next, starting from student satisfaction with new media dance education, this paper analyzes the impact of this educational method on students' attitudes. In traditional satisfaction research, only the number of studies and survey results were collected. Such studies did not start from the actual teaching evaluation and lacked diversity in statistical analysis. In this research, we used the support vector mechanism to build students' dance teaching evaluation model for the new media model. Most traditional evaluation models use gain and neural network algorithms, which require significant data support. Support vector machines(SVM), a new machine learning method, use kernel functions to map learning samples from low-dimensional to high-dimensional Hilbert space through kernel functions and then convert nonlinear problems into

Figure 3. Model diagram of new media dance education system

linear problems. This approach has the advantages of global optimization, non-linear classification, sparsity of solutions, and strong generalization ability. Because the detection model is prone to data errors, we adopted the link evaluation method in the design. We received daily feedback through the questionnaire link. The sample data comprise feedback from university school students on the teaching process on the tracked media platform. The minimum cardinal number of students must be determined to be added to the satisfaction evaluation model. The formula is:

$$R = \frac{L(a) + L(b)}{L_r} \tag{1}$$

The minimum vector product is used to cover the weight of the evaluation and prediction indicators. We assumed that the acceptance coefficient of students for adding new media technology to dance education is:

$$\min = \frac{1 - a\frac{1}{m}\sum_{i=1}^{m}\frac{sio}{xio}}{\beta\frac{1}{b}\sum_{i=1}^{b}sio} \tag{2}$$

$$\min p = \frac{1 + \frac{1}{g}R_l}{\sum_{r=1}^{g}\frac{sro}{yro}} \tag{3}$$

Formula (3) can be simplified as:

$$\min p = 1 + \sum_{r=1}^{g}\frac{1}{g}R_l \tag{4}$$

In the formula, g teachers can help students resolve their doubts through teaching, r represents the accuracy of professional knowledge, p is the expected value of the teacher, and $\frac{1}{g}$ represents the number of times students have classes.

After we clarified the weight of each student's evaluation and feedback on the teaching content, we chose the regression linear formula to measure the satisfaction variable:

$$\log_n = \sum_{i=1}^{m}N + g^i sio / \sin A \tag{5}$$

The factors affecting the calculation results of the formula include multimedia equipment, the new media platform, and the teaching environment. The calculation impact index matrix is as follows:

$$C = a + b_1 C_1 + b_2 C_2 + ... + bn Cn \qquad (6)$$

$$E = [R_1 g_1 + R_2 g_2 + ... + Rn Cn] \log_n \qquad (7)$$

In these equations, *n* represents students' evaluation and prediction of teaching links. From this direction, we adopted vector machine correction to reduce the impact of miscellaneous data on linear calculation results. We transformed the evaluation model into a digital structure and used the function matrix to calculate multi-dimensional statistics. Finally, we added the sample data to the modified model to obtain the strength classification coefficient of the influencing factors:

$$\begin{bmatrix} a \\ b \\ c \end{bmatrix} = \begin{bmatrix} A_1 \\ B_2 \\ C_3 \end{bmatrix} = C \qquad (8)$$

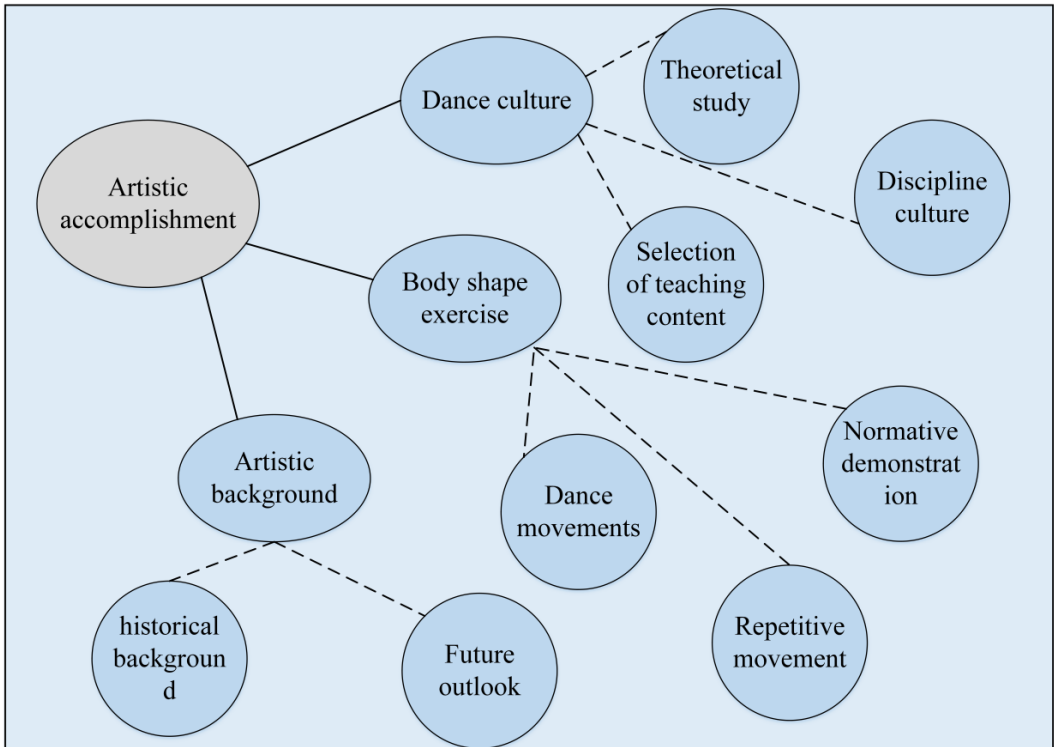$$\cos \sin \theta = A_1 + B_1 + C_1 - [a, b, c] \qquad (9)$$

This represents the standard judgment value of the satisfaction index. Compared with traditional classification methods, such as artificial fitting and neural networks, this method fully uses the efficient learning characteristics of small samples of support vector machines to achieve efficient learning effects. At the same time, the mapping mode to high dimensions avoids the traditional process from induction to deduction, greatly simplifying the classification and regression process of nonlinear problems. The model indicates that the coefficient that meets the needs of students is relatively high. This shows that the new media platform can help dance education in terms of teaching and has led to a specific range of changes in the student community.

Impact of New Media on College Students' Artistic Literacy

Against the backdrop of new media, college students' artistic beauty is cultivated and shaped through network communication. Because new media platforms have specific characteristics and advantages and can release cultural knowledge about aesthetic art through their networks, they are widely used in education. College dance students can quickly form their own artistic literacy in this healthy communication environment, and this new media interaction has also become a new form of fast-food culture. Most schools add media software to the education platform to dynamically update subject knowledge so students can obtain relevant learning content without leaving home. At the same time, it can also form a positive, optimistic artistic quality in dance aesthetics and dance art. In this cross-border environment, we need the continuous help of all sectors of society. Before exploring the impact of new media platforms on students' artistic literacy in dance education, we built an artistic literacy formation chart, as shown below.

Figure 4 illustrates that students majoring in dance in colleges and universities mainly start from three directions in cultivating artistic literacy: dance culture, body shape exercise, and artistic background. The most notable advantage of dance education within art education lies in its high aesthetics. In dance education and teaching, combining dance and music can cultivate students' perception of musical rhythm. In addition, in the stage of dance education and teaching, students can go deep into the dance works from their own point of view, fully feel the beauty of artistic conception

Figure 4. Artistic literacy formation chart

provided by the dance itself, and also consider the beauty of modeling colors and the particular artistic conception combined with dance music. Therefore, introducing dance into college education can not only demonstrate its value in terms of fitness and competition but also fully release its artistic charm, which cannot be compared with other sports and which fits in with modern life. At the same time, through learning dance, students' bodies can become more symmetrical and harmonious, and their posture will be more vigorous and beautiful, which can meet students' desire for beauty and allow them to become other people's aesthetic objects. Content selection and media communication in teaching links are the main aspects that affect students' artistic literacy.

Next, we considered the changes in all aspects of students before and after adding new media to develop students' artistic literacy. First, we investigated students' interest in dance and the plans of dance majors and carried out targeted hypothesis research. Our first hypothesis is that new media has little impact on college students' artistic literacy, with no ups and downs in future career planning. In the survey, we found that students exposed to new media platforms more often have a deeper understanding of art, reflected in their academic performance, artistic literacy tests, and career choices. The second hypothesis is that dance education has a significant impact on the development of students' artistic literacy, defining the role of new media in dance education. The third hypothesis investigates the future vision of dance majors and analyzes the relationship between their artistic literacy and career planning.

According to the above hypotheses, we selectively predicted the dynamic changes in college students' artistic literacy levels and predicted the probability of occurrence using the regression method. We established relevant equations for calculation:

$$P(Y) = e^w \, / \, (1 + e^{-w}) \tag{10}$$

The formula representing the probability of time occurrence is:

$$Y = p_m^w \, / \, e^w - m + B_0 \tag{11}$$

The expectation of each student sample's artistic accomplishment in the context of new media is:

$$w = B_0 + B_1 X_1 + B_2 X_2 + ... + nX_n \tag{12}$$

The formula can be simplified as:

$$W = B_n X_n \cdot [B_n + X_n] \tag{13}$$

where w represents a constant variable, B represents the influencing factors of each student, and X is the influence coefficient. If the impact on artistic literacy is evident, the calculation probability formula is automatically generated:

$$p(\overline{Y}) = 1 - p(Y) \tag{14}$$

We can carry out numerical calculations and statistics on the prediction model to obtain the following expression:

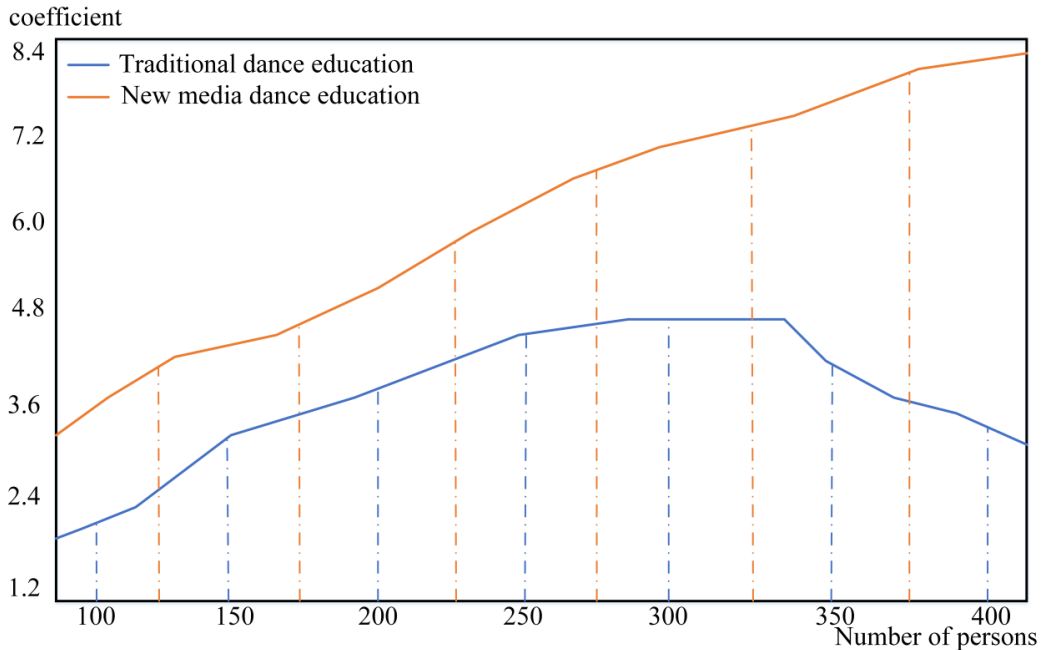$$Logit[p(Y) \, / \, p(\overline{Y})] = B_0 + B_1 X_1 + ... + B_n X_n \tag{15}$$

The analysis process of the prediction model generated three results: the influence coefficient, significant coefficient, and error value. We can judge the impact range of dance education on students' artistic literacy in the context of new media by comparing the error coefficient.

Finally, from the aesthetics perspective, we focused on the impact of art education on students' spiritual level. Based on the prediction model, we compared the impact of traditional education and new media education on art literacy, as shown in Figure 5:

Figure 5 shows that the artistic literacy coefficient of students in traditional dance education increases slowly, and in some stages, the change is not apparent. By contrast, dance education optimized by new media significantly affects the promotion of artistic literacy. For students, different types of dance are attractive for various reasons, and different students have diverse preferences for dance types and styles. Traditional dance teaching cannot solve this contradiction. However, new media can take advantage of the network to enrich teaching resources. Students can find dance teaching resources that interest them and even learn by themselves through the new media. The new media has also broadened the space of dance teaching. Dance teaching is no longer limited to the classroom. Students can use the new media to learn anytime through the network.

Nonetheless, it can be challenging for traditional educational systems to integrate new media into their teaching models. In China, the current curricular framework for high-quality art education has significant issues that require urgent reform and enhancement. One of the main problems involves

Figure 5. The influence of traditional education and new media education on artistic literacy

the limited size and underdeveloped nature of the art curriculum, which is often an elective course at most colleges and universities (Liu, 2019). This results in a lack of aesthetic quality education and limits students' exposure to practical artistic skills and knowledge. Furthermore, many schools and universities primarily offer straightforward courses in art appreciation without adequately addressing the practical importance of art. This neglect has led to severe limitations in the creation and development of art, owing to restricted investment in scholarships and professors. To address these issues, institutions must give more attention to the creation and development of art and invest in these resources. Additionally, expanding the art curriculum to instill practical artistic skills and knowledge, along with the theoretical aspects, should be prioritized.

RESEARCH RESULTS AND ANALYSIS

New media education enhances the interactivity and updating of dance subject content, making teaching more convenient and effective. This approach provides additional resources for students and helps to present training more richly and flexibly. New media platforms transform the effective combination of original and new knowledge, providing motivation for learning. Through multimedia platforms, students express their views on art and obtain innovative artistic ideas from the outside world, complementing and expanding their artistic quality.

This research adopted the questionnaire strategy of stratified sampling to investigate the impact of new media platforms for dance education on students' artistic literacy in one university. The 5,623 respondents were all students from three grade levels. Among them, 2,965 were boys, and 2,658 were girls. First-year students comprised 35% of the sample, sophomores 40%, and juniors 25%. First, we investigated students' recognition of dance education and then counted the frequency and forms of students' daily use of new media platforms. According to the inquiry, first-year students are more interested in dancing, often using microblog interaction and network communication. Sophomores

have formed a basic understanding of the dance major, and we focused on analyzing their views on the new media platform from the perspective of artistic cultivation. Junior students have a higher acceptance of the new media platform due to their particular background of work and learning transformation. Next, we present the survey results.

As seen in Figure 6, we analyzed the Internet access and artistic literacy scores of students in three grades. The first-year students' artistic literacy scores are in the middle, which means that the indiscriminate use of new media platforms cannot improve aesthetic and artistic literacy. Sophomores have gradually integrated new media education approaches into their professional learning, and their performance has increased significantly. Junior students showed a high acceptance of new media platforms and a background of employment and further education, so they have a high artistic literacy coefficient. The survey also indicated that students are vulnerable to Internet addiction, news interference, and other factors in new media courses. Therefore, although new media platforms can help college students improve their art level, they require correct and effective intervention.

The findings indicate that new media education has become a common phenomenon, so we also analyzed students' satisfaction with this teaching method. Data information was collected through a questionnaire survey, of which key data accounted for 48.7% of the total value, and the average satisfaction score was more than 75 points. We built a coordinate model diagram to analyze the satisfaction and importance of the three dimensions of dance course arrangement, teaching tools, and training times:

Figure 7 suggests that students give high importance to training times, but their satisfaction is low. Regarding teaching tools, both importance and satisfaction are in the advantage quadrant. Therefore, selecting appropriate teaching tools and means has a noticeable impact on students' learning status. At the same time, effective teaching tools can also improve students' artistic quality in dance, making their temperaments more prominent.

Figure 6. Changes in students' artistic quality and learning duration in three grades
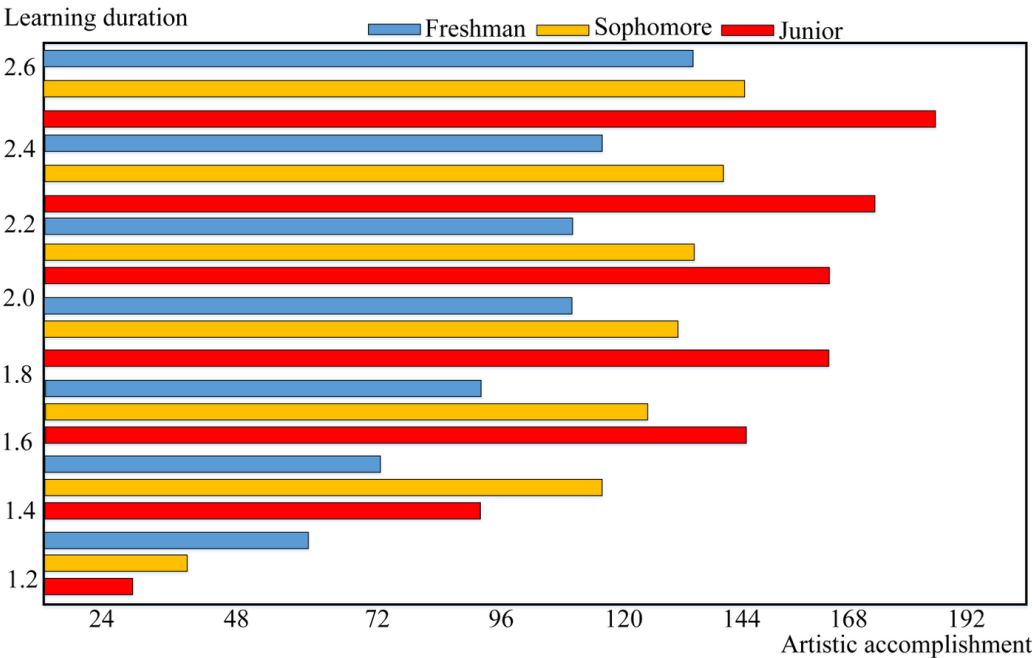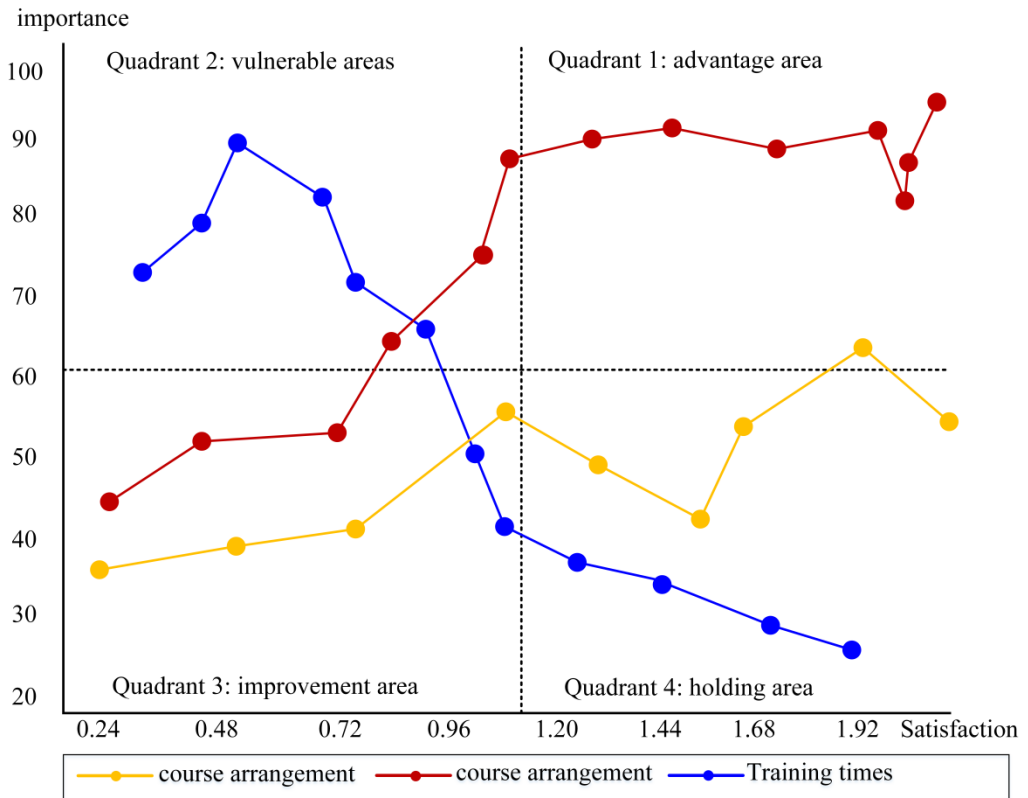
Figure 7. Analysis of satisfaction and Importance of three dimensions

This paper addresses the issue of how the rapid development of new media technology has affected dance education among college students and what measures can be taken to optimize their artistic quality in this new era. Firstly, we suggest that art educators use new media tools to enhance their teaching methods, creating a more engaging learning environment for students. With the help of new media, art educators can provide more diverse and interdisciplinary perspectives in their classes, which can help cultivate students' critical thinking and creativity. Secondly, schools and enterprises should build a cooperative relationship to establish a new media application platform for college dance education. By sharing resources and expertise, schools and enterprises can develop interdisciplinary projects that incorporate both theoretical knowledge and practical skills. Students can also learn from real-world industry experiences through internships and participation in project-based learning activities.

CONCLUSION

In the context of digital education, new media belongs to a new teaching context and is an indispensable technical method in teaching dance in colleges and universities. In recent years, significant changes have occurred in college dance teaching regarding interactive communication, platform creation, channel communication, and dance content creation. Against this backdrop, this paper has explored the impact of new media on college students' artistic quality in dance education. First, we discussed the development of dance education at home and abroad and the application of new media in various disciplines by employing questionnaires. Secondly, we used a support vector machine model to analyze

the impact of new media on college students' professional level, artistic quality, and employment tendencies. Finally, we gathered a random sample at a university to analyze the dynamic changes in college students' artistic literacy after incorporating new media using a regression prediction model. The results show that since the introduction of new media–based teaching methods, dance education in colleges and universities has gradually become highly interactive, communicative, and dynamic. In terms of students' professional level, aesthetic level, and artistic accomplishment level, it has a pronounced promotion effect. Because this paper adopted the questionnaire survey and sample analysis method, the results may be affected by sampling error and human subjective factors. Future work will expand the size and scope of the research sample to improve the universality of the research results.

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