Abstract

The Development and Problems of Dance Education in Korea
-Focused on the period after the Liberation-

Yoo, Mi-Hee (Gyeongin National University of Education)

The objective of this study was to understand the current state of dance education in Korea and prospect its future by examining the development of Korean dance education in response to historical and social changes as the factors of educational environment. Through literature review and field surveys, I studied school dance education based on the government’s education policies, other dance education activities outside school, and the trends of research on dance education in academic circles, and presented the results and problems of dance education in Korea.

In the results of this study, dance education in Korea can be divided into three periods according to the government’s education policies.

The first period is the early period (1945~1961) when the concept of education dance and the perception of professional dance education were established with the foundation of the Chosun Education Dance Research Institute.

The second period is the authoritarian period (1961~1992) from 1960 to the beginning of the 1990s when dance education was fully institutionalized.

The third period was the democratization period (1993~2008) when ‘the publicness of dance education’ was emphasized.

In this way, from the 1st National Curriculum to the present, dance education in Korea has been regarded as an area of physical education in elementary and secondary education, and its contents have been gradually developed into an art curriculum. In educational policies or systems, however, there are problems to be solved as follows.
First, in the aspect of educational equality, opportunities for dance education should be provided to all people with none excluded.

Second, the dance curriculum should be specialized. Dance education, which is regarded as a part of physical education, cannot produce its educational and artistic values in terms of the contents and operation of education.

Thus, for the specialty and identity of the dance curriculum, dance education should be separated from physical education and secure its specialty and autonomy in the contents and operation of education.

Third, the differentiation of advanced dance education is required in order to cope with changing needs of society and to provide productive job opportunities. Each university should have distinguished education goals and construct dance infrastructure in each area for raising creative international manpower.

Fourth, dance capitals should be expanded for lifelong education.

When the four solutions are implemented, dance education in Korea will display its strength and influence.

주제어: 무용교육, 한국무용교육사

Ⅰ. 서론

한국사회에서 교육으로서의 무용은 신체사용이라는 기능적인 측면에 대한 강조로 제도에서 자유롭지 못하다. 신문화수용의 전전 기지로서 설립된 근대학교(경신, 관립한성학교)에서 제인과 유리는 이들의 학교무용은 신체활동의 일환으로 진행되었다. 일제시대의 학교무용은 유교적 이데올로기 속에서 신체에 대해 별다른 중요성을 부여하지 않았던 전통사회에 린들이 가미된 운동체조가 도입되고 유리, 멜스, 교육무용이라는 이름으로 예술적 체육의 형태가 운동회와 학예회, 특히 여학교에서 집중적으로 행해졌으므로써 여성이 공식적으로 사회에 나설 수 있는 기회를 제공했는가 하면 이는 신체에 대한 새로운 가치 인식과 무용에 대한 교육적 인식을 가능하게 하는 계기가 되었다(유미희, 2006: 147).

해방 후 학교 무용은 미군정기를 거치면서 1955년에 공교육으로 교육과정에 삽입되었고 이후 현재에 이르기까지 반세기 남짓한 역사를 갖고 있다. 그간 국가의 정치 사회적 변화에 따른 교육정책은 무용의 형태와 위상에 많은 영향을 가져 왔으며 오늘날 전 세계적인 추세와 더불어 일어난 문화예술에 대한 새로운 관심의 고조는 공교육으로서의 무용의 역할정립에 많은 시사점을 주고 있다.