

# Research on the Practice and Application of Curriculum Ideology and Politics in College Line Dance Teaching

Xuefei Zhang\*

Shandong University of Finance and Economics, Jinan, 250014, China.

\*Corresponding author: 15615719863@163.com

**Abstract:** Under the guidance of the new era's educational concepts, curriculum ideology and politics has become an indispensable part of the higher education system. Line dance, as a teaching content that integrates artistry, enjoyment, and fitness, offers rich cultural connotations and educational functions, providing extensive practical space for the integration of curriculum ideology and politics. This paper explores how to effectively implement curriculum ideology and politics in line dance teaching based on the unique characteristics of line dance instruction and analyzes its application effects through the exploration of specific practical pathways. The research findings indicate that by naturally incorporating ideological and political elements into line dance teaching content and designing teaching objectives and methods with a political orientation, it is possible to significantly enhance students' ideological and political literacy, thereby promoting their all-around development in morality, intelligence, physique, aesthetics, and labor.

**Keywords:** Line dance teaching; curriculum ideology and politics; educational function; practical pathways; application effects

## Introduction

As an essential strategy in higher education's ideological and political education, curriculum ideology and politics aims to deeply integrate ideological and political education into various course teachings to achieve comprehensive educational goals. Line dance, as a form of college physical education, combines educational function, cultural connotation, and artistic value, providing a unique platform for ideological and political education. However, how to effectively integrate curriculum ideology and politics into line dance teaching has become a hot topic in the current educational field and a pressing practical challenge. This paper, based on the unique characteristics of line dance teaching and aligned with the core concepts of curriculum ideology and politics, explores the theoretical foundation and practical pathways for their integration. The aim is to provide scientific basis and operational guidance for the ideological and political construction of college line dance courses, thereby promoting the innovative development of ideological and political education.

## 1. The Theoretical Foundation for the Integration of Line Dance Teaching and Curriculum Ideology and Politics in Colleges

### 1.1 The Educational Function and Cultural Connotation of Line Dance Teaching

Line dance, as a physical activity that combines collectivity and artistry, embodies rich educational functions and deep cultural connotations. Firstly, line dance teaching, through rhythmically intense and coordinated dance practices, effectively promotes the development of students' physical and mental health. As students participate in line dance, they not only enhance their physical fitness and improve their coordination but also release stress through dancing, achieving psychological pleasure and satisfaction. Moreover, line dance teaching emphasizes teamwork and collective awareness, requiring students to closely collaborate with others to complete synchronized dance movements. This collective practice not only helps cultivate a spirit of collectivism in students but also strengthens their teamwork abilities, thus achieving the goal of holistic development in moral, intellectual, physical, aesthetic, and labor education within physical education.<sup>[1]</sup>

As an art form, line dance is deeply rooted in cultural heritage, originating from traditional folk dances, with movements, music, and rhythm reflecting unique ethnic cultural characteristics. Through line dance teaching, students can not only appreciate the artistic beauty of the dance but also deeply understand and inherit traditional culture, thereby enhancing their cultural identity and national pride. Therefore, in college education, line dance teaching not only serves the purpose of physical exercise but also achieves the goal of ideological education through cultural transmission and artistic cultivation.

### ***1.2 Core Concepts and Educational Objectives of Curriculum Ideology and Politics***

The core concept of curriculum ideology and politics is to build a "comprehensive education through all courses, all staff, and the entire process" model, integrating ideological and political education into various courses, thereby achieving a close connection between knowledge transfer and value guidance and ensuring the continuous impact and penetration of ideological and political education throughout the teaching process.

Curriculum ideology and politics not only focuses on the mastery of knowledge and skills by students but also places greater emphasis on moral education and the shaping of values. Its fundamental goal is to cultivate well-rounded individuals with a strong sense of patriotism, social responsibility, innovative capabilities, and a global perspective. Specifically, the educational objectives of curriculum ideology and politics include: firstly, enhancing students' political identity, helping them establish correct political direction and firm ideals and beliefs; secondly, improving students' moral standards, fostering their sense of social responsibility and mission; thirdly, strengthening students' cultural confidence, promoting the inheritance and innovation of excellent traditional Chinese culture; and finally, promoting the overall development of students by enhancing their knowledge, abilities, and qualities, achieving a balanced development in moral, intellectual, physical, aesthetic, and labor education. Curriculum ideology and politics requires teachers to proactively integrate ideological and political elements into their teaching processes, closely combining ideological and political education with specialized courses, forming an educational synergy that subtly influences students.

### ***1.3 The Theoretical Basis for the Integration of Line Dance Teaching and Curriculum Ideology and Politics***

The integration of line dance teaching and curriculum ideology and politics is grounded in a solid theoretical foundation, with the key being the alignment and compatibility of their educational objectives.

Firstly, line dance teaching itself encompasses rich educational values, including collectivism, teamwork awareness, and cultural inheritance, which align closely with the core concepts of curriculum ideology and politics. Teachers can design dance movements, select dance content, and explain the cultural background behind the dances to naturally integrate ideological and political education into line dance teaching, allowing students to gradually internalize ideological and political education during their learning process, achieving an imperceptible educational effect.

Secondly, from the perspectives of pedagogy and psychology, line dance teaching has strong interactivity and experiential qualities, which can effectively stimulate students' interest in learning and enthusiasm for participation. This engagement enhances the effectiveness of ideological and political education, helping students gain a deeper understanding and recognition of ideological and political content.<sup>[2]</sup>

Additionally, cultural theory emphasizes the importance of cultural identity and cultural confidence. As a form of traditional culture, line dance, with its rich cultural connotations, can enhance students' cultural identity and confidence, thereby more effectively achieving the educational goals of curriculum ideology and politics.

## **2. Practical Pathways for Integrating Curriculum Ideology and Politics in College Line Dance Teaching**

### ***2.1 Ideological Design of Line Dance Course Objectives***

In college line dance teaching, the design of course objectives should closely align with the core concepts of curriculum ideology and politics to facilitate a deep integration of line dance teaching and ideological education. Firstly, course objectives should focus on cultivating students' collectivism and

teamwork abilities. Line dance, as a collective art form, effectively enhances students' collective awareness and sense of responsibility through group rehearsals and performances. In the process of line dancing, students need to coordinate movements and rhythm, and this teamwork not only improves the performance of the dance but also strengthens students' social responsibility and sense of collective honor. Additionally, line dance training can significantly enhance students' communication and adaptability in teamwork, which is of practical importance for their future career development.

Secondly, course objectives should emphasize enhancing students' cultural confidence and national identity. In line dance teaching, by incorporating elements of traditional Chinese dance, ethnic music, and costumes, teachers can guide students to deeply appreciate and understand the unique charm of excellent traditional Chinese culture. This cultural integration not only provides students with artistic nourishment but also deepens their identification with Chinese culture and strengthens their cultural confidence and national pride. Cultivating this cultural identity helps students maintain cultural awareness in a globalized context and encourages them to take on the responsibility of inheriting and promoting Chinese culture in future society.

Additionally, line dance courses should set objectives aimed at promoting students' physical and mental health. As a dance form rich in rhythm and artistry, line dance can effectively alleviate students' academic stress and enhance their sense of well-being. Through systematic line dance training, students can not only strengthen their muscle power, improve coordination, and build endurance but also gain positive emotional experiences on a psychological level. This health-oriented goal setting aligns with modern education's focus on students' holistic development and resonates with the educational philosophy of achieving comprehensive development in moral, intellectual, physical, aesthetic, and labor education.

## ***2.2 Embedding and Reconstructing Ideological Elements in Teaching Content***

In line dance teaching, the design and selection of teaching content are not only crucial for teaching effectiveness but also key to achieving the goals of curriculum ideology and politics.

Firstly, the selection of line dance movements should balance cultural connotations and ideological education functions, with a preference for dance works that embody ethnic characteristics and have a rich historical background. For instance, in teaching, instructors can choose dance works like "The Wild Goose," which is rich in ethnic flavor, or incorporate traditional folk dance elements into the choreography, allowing students to master exquisite dance techniques while also appreciating the profound cultural heritage of China, thereby enhancing their cultural identity and confidence.

Secondly, teaching content should be closely designed around the core values of socialism. Teachers can highlight core values such as "harmony," "cooperation," and "perseverance" through the design and choreography of line dance movements. For example, when choreographing team-oriented line dance routines, teachers can emphasize the coordination and synchronization of movements to symbolize the construction of a harmonious society; through variations in rhythm and the expression of strength, they can convey the spirit of perseverance and indomitable will, enabling students to internalize these values through their physical movements.

Moreover, the selection of teaching cases and dance backgrounds should also integrate ideological and political elements. When introducing the historical background of line dance works, teachers can connect them with the Chinese nation's struggle and excellent traditions, especially in dance works related to the War of Resistance or the Reform and Opening-up period, by incorporating relevant historical events or stories of significant figures to evoke students' patriotic feelings and sense of historical mission. This approach not only enriches students' historical knowledge but also strengthens their identification with the country and the nation.

## ***2.3 Ideological and Political-Oriented Teaching Methods and Practical Innovations***

To effectively achieve the goals of curriculum ideology and politics in line dance teaching, teachers need to deeply explore teaching methods and practical innovations to ensure the close integration of ideological education and dance instruction.<sup>[3]</sup>

Firstly, teachers should prioritize teaching methods with strong interactivity and high student engagement, such as group cooperative learning and situational teaching. These methods not only improve students' teamwork skills but also enhance their collective awareness and social responsibility through group activities and situational simulations. The situational teaching method, which combines

theory and practice, helps students understand and apply ideological and political content in specific contexts, enabling them to naturally absorb ideological education during the line dance process.

Secondly, teachers should make full use of modern information technology by leveraging multimedia teaching tools and online education platforms to enrich teaching resources, increase the interest and liveliness of teaching, and enhance students' learning experiences. By utilizing video, audio, and virtual reality technologies, teachers can more vividly present the historical background, cultural connotations, and ideological elements of line dance. Additionally, online education platforms can help teachers extend the teaching content beyond the classroom, allowing students to study and review at any time and place, further reinforcing the ideological education content obtained in class.

Lastly, teachers should emphasize immediate feedback and guidance. During the teaching process, through forms such as classroom discussions, role-playing, and emotional interaction, teachers can promptly understand students' ideological views and cognitive levels, and provide effective guidance. For example, in the discussion sessions of line dance teaching, teachers can encourage students to share their understanding and thoughts on the dance works, particularly the ideological and political significance embedded within them.

## ***2.4 Ideological and Political-Oriented Teaching Evaluation System and Implementation Strategies***

To effectively evaluate the implementation of curriculum ideology and politics in line dance teaching, the design of the teaching evaluation system must place great emphasis on ideological and political orientation and adopt a multidimensional and comprehensive evaluation strategy to ensure the full achievement of ideological and political education goals.<sup>[4]</sup>

Firstly, the design of the evaluation index system should comprehensively cover the improvement of students' ideological and political qualities. This includes core ideological qualities such as collectivism, teamwork ability, cultural identity, and social responsibility. To ensure the scientific and fair evaluation, a combination of quantitative indicators and qualitative assessment should be employed, using specific data to assess students' ideological and political performance while capturing subtle changes in students' moral development through descriptive evaluations. Quantitative indicators may include the frequency of students' participation in line dance activities, their enthusiasm for teamwork, and their contribution to collective tasks, while qualitative assessments can be conducted through teacher observations, student interviews, and reflective journals to gain a deeper understanding of the effectiveness of ideological and political education.

Secondly, when designing evaluation standards, teachers should focus on comprehensive tracking and assessment of students' overall performance inside and outside the classroom. This comprehensive evaluation should not only consider students' progress in line dance skills but also prioritize assessing their ideological shifts and behavioral performance during their participation in line dance activities. Specifically, teachers should observe students' role recognition and attitude changes within the line dance team and evaluate how they enhance collective consciousness and cultivate team spirit through participation in activities. Furthermore, teachers should pay attention to students' understanding and recognition of Chinese traditional culture during the selection and choreography of line dance works, assessing whether their cultural confidence has been effectively enhanced.

Finally, teachers should systematically analyze students' ideological education outcomes based on evaluation feedback, identifying areas for improvement and shortcomings in teaching. The evaluation results can provide teachers with specific guidance for course design and adjustments to teaching methods and also offer reference points for setting future teaching objectives, ensuring that ideological education in line dance teaching can deepen through continuous improvement. For example, if the evaluation results indicate that students' performance in cultural identity is lacking, teachers can strengthen the explanation and dissemination of ethnic culture in subsequent teaching, further enriching course content and reinforcing the effects of ideological education.<sup>[5]</sup>

## **3. Application of Curriculum Ideology and Politics in College Line Dance Teaching**

### ***3.1 Successful Integration of Ideological and Political Elements in Line Dance Courses***

In college line dance teaching, the effective incorporation of ideological and political elements reflects the core goals of curriculum ideology and politics. By systematically integrating ideological education into line dance courses, it not only enhances students' dance skills but also strengthens their

ideological and political literacy, achieving the dual educational outcomes of both artistic and ideological education.

Firstly, the successful integration of ideological elements lies in the selection of dance works with rich cultural connotations. By introducing line dance works with ethnic characteristics and historical backgrounds, such as those themed around the red revolution, students can deeply experience the patriotic spirit of revolutionary martyrs while learning dance techniques. This approach not only enhances students' national pride but also ignites their sense of historical responsibility.

Secondly, the ideological elements in line dance teaching are concretely manifested through the design and interpretation of dance movements. Teachers intentionally incorporate core socialist values such as "patriotism," "integrity," and "friendliness" into the choreography, making these abstract values tangible and relatable to students through their practice.

Moreover, actively guiding students to think about the historical background, cultural symbolism, and social significance of dance works in line dance courses is another important pathway for integrating ideological elements. Through classroom discussions and case analyses, teachers help students deeply understand the social and cultural contexts of dance works and their roles in history. This reflective teaching method aids students in grasping the deeper meanings of dance from multiple perspectives, achieving a close connection between cultural transmission and value guidance.

### ***3.2 Enhancement and Evaluation of Students' Ideological and Political Literacy***

Through line dance teaching, students not only improve their physical fitness and artistic expression but also make significant progress in ideological awareness, social responsibility, and cultural identity. To scientifically evaluate this improvement, a systematic evaluation system must be designed.

Firstly, evaluation indicators should include students' understanding and acceptance of core socialist values, their recognition and attitudes towards excellent traditional Chinese culture, and the teamwork spirit and collectivism they demonstrate during line dance practice.

Secondly, evaluation methods should combine qualitative and quantitative approaches to comprehensively understand changes in students' ideological and political literacy. Qualitative methods such as questionnaires and interviews can capture students' cognitive and attitudinal shifts towards ideological content, while observation and quantitative scoring can assess their actual performance in line dance courses and related activities.

Additionally, teachers should integrate continuous and summative evaluations to dynamically track changes in students' ideological and political literacy. This comprehensive evaluation approach helps to continuously adjust and optimize teaching strategies, providing solid empirical support for the effectiveness of ideological and political education in higher education. Through systematic evaluation, the improvement in students' ideological and political literacy in line dance courses can be objectively reflected, providing theoretical support for course improvement.

### ***3.3 Analysis of the Implementation Effects and Impact of Curriculum Ideology and Politics in Line Dance Teaching***

The implementation effects of curriculum ideology and politics in line dance teaching are not only reflected in the internal outcomes of classroom teaching but also extend to broader societal impacts through students' thoughts and behaviors.<sup>[6]</sup>

Firstly, the ideological education in line dance courses leads to more proactive and engaged behavior in both campus and community settings. Many students demonstrate a high level of social responsibility and cultural awareness when participating in social welfare and cultural heritage activities, proving the significant role of curriculum ideology and politics in shaping students' values.

Secondly, line dance teaching, through ideologically-informed content design and methodological innovation, enhances students' ideological and political literacy, shifting ideological education from mere classroom instruction to multidimensional practical experiences. This transformation greatly improves the effectiveness of ideological education and its acceptance among students.

Furthermore, the ideological practice in line dance courses also contributes to the construction of campus culture, creating a positive educational environment and providing valuable experiences and practical examples for the overall ideological work of the school. An in-depth analysis of the

implementation effects and impacts allows for a comprehensive summary of the successes and shortcomings of integrating curriculum ideology and politics in line dance teaching, offering insights and references for future ideological practice in other courses.

## Conclusion

This study thoroughly explored the integration of line dance teaching and curriculum ideology and politics in colleges, proposed specific implementation pathways, and conducted a comprehensive evaluation of their effectiveness. The results indicate that effectively incorporating ideological and political elements into line dance teaching not only enriches the teaching content and enhances teaching effectiveness but also significantly improves students' ideological and political literacy, social responsibility, and cultural confidence. Looking ahead, as the concept of curriculum ideology and politics continues to deepen, college line dance teaching should further explore the integration of ideological elements with dance content, develop more innovative teaching methods and resources, and refine the teaching evaluation system to actively promote the educational goal of comprehensive development in moral, intellectual, physical, aesthetic, and labor education in higher education.

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