

# Exploring the Integration of Mongolian Dance in Aesthetic Education for its Inheritance and Development

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**Abstract:** This paper briefly elaborates on the types and basic styles of Mongolian dance, analyzes the role of aesthetic education in Mongolian dance and proposes feasible strategies for promoting the inheritance and development of Mongolian dance through aesthetic education from four perspectives: dance aesthetic courses, music courses, physical education courses, and campus culture. The aim is to enrich research outcomes in this field.

**Keywords:** Mongolian dance; Aesthetic education

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## 1. Introduction

The “Opinions of the Communist Party of China (CPC) Central Committee and the State Council on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era” clearly states the need to promote the integration of excellent traditional Chinese culture into campus life and enhance students’ cultural confidence and national identity through artistic education. In this policy context, Mongolian dance aligns closely with the goals of aesthetic education, and exploring strategies to promote its inheritance and development through aesthetic education is of high research value <sup>[1]</sup>.

## 2. Overview of Mongolian dance

### 2.1. Types of Mongolian dances

Mongolian dances can be broadly categorized based on the regions they originate from: eastern, central, and western Mongolia. The eastern region’s dances, including those of the Buriat, Barag, and Horqin tribes, are lively and rhythmic, often performed in groups. The central and western dances, such as those from Ordos and Torghut, exhibit elegant and skillful movements, sometimes mimicking horseback riding or archery.

Additionally, religious dances like “Chama” and “Wu Wu” are performed in Lama temples, showcasing solemn and mysterious movements.

## **2.2. Fundamental styles of Mongolian dances**

The fundamental styles of Mongolian dances vary based on the region. Eastern dances are lively and rhythmic and often imitate natural and daily life scenes. Central dances emphasize bodily control and elegant movements, while western dances are characterized by their strong rhythm and expansive steps, reflecting the vastness of the grassland. Religious dances, on the other hand, are slow, dignified, and symbolic.

## **3. The role of Mongolian dance in aesthetic education**

### **3.1. Cultivating aesthetic ability**

Dance, with its graceful body language and rhythmic movements, helps students perceive, understand, and create beauty dynamically. Engaging with Mongolian dance allows students to better experience dance rhythm, enhancing their aesthetic sensibilities. The natural, powerful, and cultural beauty exhibited by dance broadens students’ aesthetic horizons and enriches their understanding of diverse forms of beauty <sup>[2]</sup>.

### **3.2. Enhancing cultural identity**

As a carrier of ethnic culture, dance embodies the unique history, customs, and spiritual connotations of the Mongolian people. Learning and inheriting Mongolian dance enables students to deeply appreciate the cultural values and traditional customs behind it, strengthening their cultural identity, fostering cultural inclusivity, enhancing their ethnic consciousness, and promoting cultural confidence <sup>[3]</sup>.

### **3.3. Improving physical and mental health**

Dance training, which combines artistry and fitness, improves students’ physical fitness and enhances their constitution. Simultaneously, the vitality and passion of Mongolian dance positively impact students’ mental health. Dance not only helps students release stress and regulate emotions but also boosts their self-confidence and improves their expressive abilities, leading to comprehensive physical and mental development.

### **3.4. Cultivating social interaction skills**

Dance is often a collective activity where students collaborate with others, enhancing their sense of teamwork. Group dance provides a platform for students to interact with others, deepening understanding and support among peers while sharing the beauty of dance art. Dance activities also cultivate students’ sense of responsibility, promote team spirit, and facilitate the development of interpersonal relationships <sup>[4]</sup>.

## **4. Feasible strategies for implementing aesthetic education in the inheritance and development of Mongolian dance**

### **4.1. Introducing dance aesthetic courses in schools**

Course content and teaching plans should be reasonably designed based on factors such as students’ age,

grade, and physical fitness. Teaching objectives should be set in stages, progressing from basic dance movements and rhythm perception to complex dance combinations <sup>[5]</sup>. For example, simple basic steps and gestures of Mongolian dance can be taught initially, guiding students to master basic movement essentials through imitation and practice. As students progress, more distinctive movement combinations from Mongolian dance can be introduced to help them further enhance their dance skills. Diversified course formats can be adopted, such as whole-class collective teaching to allow students to experience the rhythm of Mongolian dance through collective interaction or group practice to enhance individualized development <sup>[6]</sup>. To enhance the course's enjoyability, teachers can introduce musical accompaniment, selecting instrumental music traditional to the Mongolian culture as a background to better immerse students in the dance's cultural atmosphere. In practical teaching, themed dance teaching units such as "Grassland Life" or "Festival Dances" can be set up, incorporating specific dance styles into the instruction.

Innovative classroom teaching methods can be combined with modern technology. Teachers can utilize multimedia tools to play classic performance videos of Mongolian dance, showcase relevant dance movement decomposition diagrams or animations, and help students visually understand movement essentials and overall choreography. Based on dance teaching software or online platforms, students can be provided with after-class practice resources, facilitating independent practice and consolidation of learned content outside the classroom. This online-offline integration extends the classroom teaching effect and enhances students' interest in learning Mongolian dance <sup>[6]</sup>.

In terms of course evaluation and feedback mechanisms, teachers can adopt diversified evaluation methods. Apart from classroom performance and final assessments, staged group presentations, individual performances, or classroom competitions can be conducted to help students showcase their learning achievements. Teachers should provide timely and personalized feedback, offering specific guidance on dance movements, rhythm mastery, and emotional expression to assist students in continuous improvement.

## **4.2. Integrating Mongolian dance into music curriculum**

- (1) In course design, focus on deepening aesthetic experiences: Teachers should select works that highlight the artistic features of Mongolian music and dance, analyze the melody, rhythm, and emotional expression of the works, and guide students to comprehend the aesthetic characteristics of music learning <sup>[7]</sup>. For instance, teachers can choose representative Mongolian long-tune songs as music class materials, allowing students to learn typical Mongolian dance movements along with the music. By experiencing the beauty of the music melody and appreciating the dance movements, students can deeply engage with and appreciate the beauty created by the combination of music and dance.
- (2) Promote emotional and cultural integration in teaching: Both Mongolian music and dance carry rich emotional and cultural connotations. Teachers should help students understand the cultural background based on classroom teaching. In music classes, teachers can combine dance with explanations of Mongolian lifestyle, customs, and historical stories, guiding students to express their emotions within the cultural context through dance movements. This integration of dance and music enables students to perceive deep-level cultural emotions and form a deep aesthetic appreciation.
- (3) Encourage innovation and personalized expression: Aesthetic education emphasizes individualized development, so teachers should provide students with sufficient creative space. In the classroom,

group activities or individual projects can be designed where students arrange dances based on the Mongolian music they have learned. Students can freely choose music fragments that interest them and create dance movements based on their understanding and feelings, which they can then showcase. Through this process, students' dance skills gradually improve, and the combination of music and dance helps them freely express their aesthetic vision and demonstrate their creative ideas, thereby cultivating their artistic expressiveness.

### **4.3. Integrating Mongolian dance with physical education courses**

- (1) Integrate course content: Physical education teachers can select representative Mongolian dance movements as part of warm-up or cooling-down exercises in their daily courses. Many Mongolian dance movements have strong dynamic characteristics that can enhance students' physical coordination and align with the agility and explosive power required for sports activities<sup>[8]</sup>. In practical implementation, teachers can design warm-up routines incorporating Mongolian dance elements to help students learn the basic rhythm of Mongolian dance movements while engaging in physical activity.
- (2) Regularly organize dance-themed physical education classes: In the physical education course plan for each semester, arrange one or two "Mongolian Dance Theme Classes" to explain and demonstrate traditional Mongolian dance movements in detail. Organize students for collective learning and allow them to experience the unique charm of Mongolian dance beyond traditional sports activities, broadening their artistic horizons in physical education courses. Teachers can use simple accompaniment tools to provide music for dance movements, helping students better grasp the movements, rhythm, and strength.
- (3) Group teaching to enhance learning effectiveness: Due to differences in students' acceptance levels and physical coordination in dance learning, teachers can group students based on their levels and provide targeted teaching guidance<sup>[9]</sup>. In the teaching process, advanced students can be paired with lower-level students for practice or dance competitions can be arranged between groups to encourage mutual learning and assistance.
- (4) Provide opportunities for students to practice independently after class: It is recommended to establish a Mongolian dance interest club that complements physical education courses, providing additional learning or intensive practice opportunities for students who show a strong interest in Mongolian dance. Arrange regular club activities with professional teacher guidance to help students gradually master Mongolian dance skills in their interest development, further enhance their dance level, create a relaxed learning atmosphere, and allow students to engage in physical exercise in a pleasant environment.

### **4.4. Creating a campus culture of Mongolian dance through group dances**

- (1) Introduce Mongolian group dances into campus activities: Schools can organize Mongolian group dance performances during various festivals, opening and closing ceremonies of sports meetings, and other large-scale events. In preparation for these activities, teachers can select Mongolian dances suitable for group performances, such as "Chopsticks Dance" and "Andai Dance," and design simplified dance movements for students of different grades, considering the rhythm of the dance



music and the ease of learning the movements. This enhances cultural identity within the campus.

- (2) Organize campus Mongolian dance competitions or exhibition activities: Regularly hold Mongolian dance competitions or exhibition activities, allowing different classes or grade groups to compete in group dances <sup>[10]</sup>. During the competition preparation period, each participating team can design their dance arrangement based on the learned movements, and teachers can provide guidance and suggestions.
- (3) Utilize campus media to promote Mongolian dance culture: Use school newspapers, campus radio, WeChat official accounts, and other media platforms to showcase the highlights of school Mongolian group dance activities and share the experiences and insights of participating students. Conduct interviews with participating students and teachers, edit activity videos, upload basic knowledge content about Mongolian dance, and create a campus atmosphere featuring Mongolian cultural characteristics.

## 5. Conclusion

In conclusion, aesthetic education through Mongolian dance can nurture cultural identity, improve physical and mental health, and foster social interaction skills. Schools can offer dance aesthetic courses on campus, integrating Mongolian dance into music and physical education curricula. Additionally, organizing group dances can help establish a vibrant Mongolian dance culture within the school.

## Disclosure statement

The author declares no conflict of interest.

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