

An Analysis of the Teaching Reform and Practice of Dance Courses Under the Background of Curriculum Ideology and Politics

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Abstract: Dancing is an influential form of artistic expression and it holds a significant position in aesthetic education. Under the background of ideological and political considerations within the curriculum, dance teaching in colleges and universities should focus on nurturing students' aesthetic interests and instilling socialist core values. This paper delves into the significance of incorporating civic politics into dance teaching and discusses specific practical strategies in detail, aiming to provide valuable insights for educators in this field.

Keywords: Curriculum ideology and politics; Teaching reform; Dance teaching

Online publication: December 25, 2023

1. Introduction

Curriculum ideology and politics is an educational concept that refers to the combination of disciplinary education and civics and politics, so as to enhance the effect of ideological and political education. The reform of college dance courses requires a departure from traditional teaching modes and concepts. Emphasis should be placed on uncovering the ideological and political elements within dance teaching, integrating themes and content aligned with socialist core values. This approach aims to enhance the humanistic aspect of teaching content, allowing students to subconsciously absorb ideological and political principles during dance learning, fostering ideological enlightenment.

2. The significance of the curriculum ideology and politics in the dance teaching

In the past, traditional ideological concepts and ideological and political education are often perceived as the “red” culture or the “red” theory, so students are often uninterested in these kinds of topics. In addition, some teachers mainly focus on theoretical output, which is detached from students' lives, reducing the vitality of ideological and political education. The dance course, being an art subject, possesses the capability to

significantly ignite students' learning interests. The content and expressive nature of dance are inherently appealing to students. Consequently, infiltrating ideological and political education into dance teaching not only alters the traditional face of ideological and political education but also enriches the content of dance art. This approach facilitates ideological transformation within students during dance learning, achieving a deeper purpose in ideological and political education. Moreover, as a crucial form of artistic expression, dance plays a pivotal role in implementing "aesthetic education" ^[1]. By integrating ideology and politics into dance teaching, students are prompted to reflect on "beauty" and engage in retrospection. This deepens their understanding of the significance of art's charm, specifically the allure of dance. Furthermore, it fosters the cultivation of students' humanistic spirit. Lastly, the emphasis on character and demeanor in dance courses contributes to the cultivation of students' self-discipline and the shaping of their values. The integration of political elements into dance teaching further enhances the nurturing value of dance courses ^[2].

3. Teaching reform and practical strategies for dance courses under the background of curriculum ideology and politics

(1) Teaching values through dance

Civics can be incorporated into dance lessons in many ways, serving as a guide to shape students' values. Teachers should articulate clear course objectives, blending dance teaching with values guidance. This approach allows students to appreciate the allure of dance while subtly absorbing important values. For example, teachers can use works with political significance in their lessons. This enables students to experience folk customs, cultural charm, and national spirit during performances, fostering a deep appreciation for the humanistic elements within the works. Through dance, students can also gain insights into the values conveyed by these works, such as the ballet *Red Detachment of Women*. The art of dance encompasses a variety of expressive methods, capable of engaging multiple senses beyond just the visual ^[3]. Infiltrating elements of ideology and politics into dance teaching aids in enhancing students' life perspectives, fostering an aesthetic outlook, enriching their spiritual lives, and ultimately amplifying the effectiveness of ideological and political education.

(2) Providing teachers with training programs

Teachers are the key to the implementation of ideological and political education and curriculum reform. To ensure the effectiveness of ideological and political education, dance teachers need to possess strong political awareness and educational capabilities to effectively guide students. Therefore, schools should provide teachers with systematic training in ideological and political education, enhancing the political and ideological qualities of the teaching team. Additionally, equipping teachers with the necessary educational methods and skills is crucial ^[4]. The school can also establish a specialized curriculum ideology and politics education team or establish a communication platform to facilitate communication among dance teachers and promote the implementation of ideology and politics education.

Schools can organize training sessions on politics curriculum. In this process, it is necessary to first conduct a needs analysis to understand the requirements of ideology and politics in the context of dance teaching. Based on this analysis, specific training content and objectives can be determined. The school can then develop a comprehensive plan for the training session, outlining the theme, schedule, and methods to be employed during the training ^[5]. Moreover, it is crucial to enhance the overall quality of dance teachers, including their communication skills, demeanor, professional ethics, and more. This ensures that teachers can effectively serve as role models, maximizing the impact of their

influence on students. Establishing a long-term mechanism may involve incorporating the ideological and political education course as an evaluation criterion for teachers. Introducing corresponding rewards can further incentivize dance teachers, emphasizing the significance of their role in ideological and political education courses.

(3) Creating an environment for ideological and political education

The focus of dance teaching is often placed on the dance movement and body lines, resulting in a relatively narrow scope of teaching content and a serious, somber atmosphere. This atmosphere may not be conducive to the integration of ideological and political education, potentially leading students to find the experience off-putting^[6]. In this regard, in order to successfully promote the penetration of the course of ideology and politics, teachers need to create a more relaxed, democratic, and energetic classroom atmosphere. For example, when teaching a set of dance movements, teachers can explain the cultural background of the dance. This approach enhances the humanistic aspect of classroom teaching, fostering students' interest in learning and amplifying the impact of ideological and political education. Teachers can choose "red" dance music as the entry point for teaching, highlighting the revolutionary historical content within the dance music as a prime example of civic-political elements. This approach showcases the classic and educational significance of the dance music. "Red" dance music, with its inheritance of revolutionary content, not only proves advantageous for ideological and political education but also offers teachers ample teaching materials for practical instruction^[7]. The dance music contains the patriotic spirit of hard struggle, unity, and dedication, as well as the sense of mission and responsibility of innovation and the courage to move forward. These extremely important elements of ideology and politics can not only become an important foundation for the implementation of "Lifelong Learning" in dance teaching but also play a pivotal role in actively improving the teaching atmosphere and environment for teachers. This optimization enhances the overall teaching quality, enabling students to engage in dance learning positively and enthusiastically. Consequently, each student gains clarity about their future career, forms a correct perception, and understands their responsibilities^[8].

(4) Fully exploring the ideological and political elements

In order to enhance the effect of ideological and political education, teachers need to pay attention to the excavation of ideological and political elements in dance teaching and lead students to appreciate the "beauty" behind the dance, such as the spirit of patriotism, sense of belonging, etc. By guiding students to understand the ideological and political connotations behind the dance works, teachers can help them in cultivating correct moral concepts. For example, folk dances often carry a profound cultural symbolism and historical background, which symbolize the people's desire for a better life. Teachers can introduce the background of folk dance to instill positive energy subtly. For instance, when explaining "red"-themed dance works, teachers can delve into revolutionary history and the background of the war of resistance against Japan. Utilizing video and dance, this approach offers students a deeper understanding, fostering a sense of patriotism and enhancing the quality of ideological and political education.

For example, teachers can incorporate the social background and central themes of dance works into their lessons. By elucidating the ideals embedded in the works from a historical and emotional perspective, students can comprehend the ideological significance of the pieces. This approach aims to create a resonating effect between the ideological connotations of the dance and the students' learning experiences. Consequently, it enhances students' patriotic sentiments, refines their artistic skills, and fortifies their cultural and artistic knowledge. By doing so, talents that safeguard and perpetuate the

inheritance of national culture and art can be produced ^[9].

(5) Continuously innovating teaching methods

It is crucial for teachers to establish clear teaching objectives in integrating college dance teaching with curriculum ideology and politics. This ensures the gradual and systematic implementation of teaching content and programs. By doing so, students will be able to absorb the elements of ideology and political education in the dance lessons. In civics education, teachers should prioritize enhancing students' political literacy, moral quality, and sense of belonging to the country. This should serve as the overarching goal guiding the selection of teaching content and the innovation of teaching forms. Teachers should be proactive in adjusting teaching methods and enhancing the overall teaching atmosphere to effectively elevate the quality of education. Dance teachers can seize opportunities like national holidays or festivals to engage students in themed dance performances or competitions with educational significance. This showcases students' loyalty and patriotism towards the party and the country. Additionally, teachers can guide students in creating dance performances with patriotic themes relevant to the new era. Using dance movements, students can express the emotions associated with striving for a better and happier life. This approach contributes to popularizing and disseminating the goals of constructing a socialist modernized and powerful country in the new era, aligning with the objectives of course ideology in colleges and universities in the present era. This is also one of the important ways to integrate ideology and politics into dance teaching in the new era ^[10].

4. Conclusion

In short, to enhance the impact of ideological and political education in college dance courses through teaching reform, teachers should focus on shaping students' values, thoroughly explore elements of ideology and politics, continuously improve their comprehensive qualities, innovate teaching methods, and cultivate a classroom atmosphere conducive to ideological and political education. Only through these efforts can we achieve comprehensive education in dance courses and reshape the dynamics of the dance classroom.

Disclosure statement

The author declares no conflict of interest.

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