

Research on the Integration of Dance Teaching in Colleges and Universities with Curriculum-based Ideological and Political Education for Holistic Student Development

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Abstract: With the comprehensive promotion of the fundamental education task of moral education, curriculum ideological and political construction has become an important measure to implement the concept of three-complete education in colleges and universities. In college dance teaching, teachers should not only cultivate students' dance knowledge and skills, but also cultivate students' patriotic feelings, moral character, artistic aesthetics and humanistic connotation, so as to promote students' sustainable development. In this context, this paper carries out research, through exploring the teaching problems of college dance teaching and curriculum ideological and political integration of education, and then puts forward effective strategies and practical paths of college dance teaching and curriculum ideological and political integration of education.

Keywords: Colleges and universities; Dance teaching; Curriculum ideology and politics; Integrated education

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1. Introduction

Under the background of ideological and political structure construction, colleges and universities must insist on promoting the in-depth development and practical innovation of curriculum ideological and political theory, so as to give full play to the ideological and political education function of all teachers, and realize the education goal of tracking the whole process and covering all aspects. For college dance courses, teachers can give full play to the artistic and humanistic characteristics of dance courses, with the help of ethnic and folk dance culture, artistic aesthetic pursuit and emotional connotation expressed by the works and other elements, to achieve the effect of ideological and political integration of courses, and promote the comprehensive development of students' comprehensive literacy.

2. The problems faced by college dance teaching and curriculum ideological and political integration education

2.1. Unspecific teaching objectives

Curriculum ideological and political construction is an important trend of the current teaching reform in colleges and universities, but in the teaching of dance courses in colleges and universities, it is faced with the practical problem of insufficient teaching objectives, the essence of which lies in that colleges and teachers do not fully understand and understand the connotation and essence of curriculum ideological and political education theory.

- (1) Dance course teachers lack experience in ideological and political education, and lack of understanding of ideological and political education methods and elements, so they integrate some simple theoretical content such as patriotism, moral etiquette, ideology and politics into dance teaching, and fail to build an ideological and political education system and comprehensive education mechanism in line with the characteristics of dance course. Thus, ignoring the cultivation of students' values, cultural views, moral values, psychological qualities and other aspects ^[1].
- (2) The design of curriculum ideological and political teaching objectives stays on the surface. It emphasizes the significance of curriculum ideological and political integration education but fails to point out the specific integration content, implementation process, teaching plan and practice strategy, resulting in the lack of rigorous and detailed teaching guidance for teachers and the failure to highlight the ideological concepts and multi-cultural values conveyed by dance courses and dance works ^[2].
- (3) In the teaching of dance courses, teachers lack the cultivation of students' artistic accomplishment and artistic creation ability and focus on the cultivation of students' dance performance ability and basic skills, which leads to certain defects in the teaching objectives themselves.

2.2. Lack of design in the teaching process

Promoting curriculum ideological and political construction is the basic understanding of most college teachers at present, but in the actual teaching process, teachers fail to make teaching activities interesting, contextualized, gamified, or project-based design, neither highlighting the characteristics and value of ideological and political elements, nor skillfully integrating the two, so that the teaching process presents a sense of separation. Unable to deepen students' understanding and cognition ^[3].

- (1) Most dance teachers lack the experience and accomplishment of ideological and political education in the curriculum. Although they have learned certain ideological and political ideas in the curriculum, they cannot be applied to practical teaching.
- (2) Some dance teachers do not pay enough attention to the ideological and political construction of the course, and regard the integration of ideological and political elements as a teaching task, which is only carried out and implemented in form, and the focus of education is all placed on the cultivation of students' dance ability.
- (3) The current teacher training system for ideological and political construction of the curriculum in colleges and universities is not perfect, and there is no thematic training for disciplines, teaching approaches, teaching resources mining, teaching design methods, etc., resulting in teachers' lack of corresponding design ability.

2.3. Unoptimized teaching content

Under the background of curriculum ideological and political construction, the teaching of dance courses in colleges and universities should take students' dance skills, aesthetic qualities, basic skills of dance and correct values and outlook on life as the core cultivation content, to build a perfect curriculum system and promote the all-round development of students. However, at present, there are some problems in the teaching content of dance courses in colleges and universities.

- (1) The course content is fragmented, neither forming a systematic knowledge framework nor establishing a complete logical structure, which makes its discipline system imperfect, and the course ideological and political construction cannot be systematically designed according to its content structure^[4].
- (2) The key and difficult points of teaching are not clear enough, and the problem of deviation from the theme may occur in the teaching process, which will not only affect the deep integration of ideological and political elements and dance course content but also affect the cohesive relationship between course modules, thus interfering with the learning effect of students.

3. The exploration of college dance teaching and curriculum ideological and political integration of education strategies

3.1. Change the idea of ideological and political education and reconstruct the main body of classroom teaching

In the current dance teaching in colleges and universities, although most teachers can realize the importance of ideological and political construction of the curriculum, they have not given sufficient attention and support from the action level. Therefore, colleges and universities need to comprehensively encourage teachers to change their educational ideas and re-organize the teaching subject to meet the needs of students' moral, intellectual, physical, American and labor growth.

- (1) Dance teachers in colleges and universities should comprehensively change their educational concepts
They should not only deeply understand the connotation of ideological and political theories in the curriculum, but also build a platform for the integration of ideological and political theories in dance teaching and courses, to create the effect of the integration of ideological and political education with full participation, full tracking and full coverage. On the one hand, teachers themselves need to establish the consciousness of ideological and political education of the course, identify the ideological and political elements related to the dance course, and strengthen its value guiding value. On the other hand, teachers should pay attention to the improvement of their own teaching level, emphasize the development of interdisciplinary ability, while taking into account pedagogy, art, philosophy and other disciplinary knowledge, and further explain the multiple expression channels and teaching paths of ideological and political education in dance courses^[5].
- (2) Teachers should take modern quality-oriented education as the basis, promote the transfer of teaching subjects, and truly establish the student-oriented teaching paradigm
First, it is necessary to integrate values, cultural views and moral views into dance teaching to strengthen students' personality characteristics and moral qualities. Second, we should pay attention to the growth needs and interests of students, provide teaching services around the student body, guide the students to consciously participate in the curriculum activities, and form the curriculum's ideological and political perception and understanding^[6]. Third, we should respect students' practical needs, establish teaching

methods such as visits, surveys, and field studies, and encourage students to participate in dance learning, dance culture inheritance, and promotion through independent practice and social research. For example, social research activities can be carried out in the school, and rural performances and social services can be carried out outside the school. Through dance practice performances, students can grow physically and mentally in knowledge internalization and behavioral experience.

3.2. Relying on dance culture and history, explore ideological and political theory elements

In the integration process of college dance teaching and curriculum ideological and political construction, mining ideological and political elements from dance culture and history is the primary goal of teachers to implement ideological and political infiltration education. For college dance courses, teachers can excavate ideological and political elements from the development history of ethnic folk dance, to help students feel and comprehend the connotation of aesthetics, etiquette, humanistic characteristics, character and spirit contained in traditional dance culture, which can not only deepen students' understanding of ethnic folk dance but also strengthen students' sense of cultural self-confidence and form a sense of national honor^[7]. In actual teaching, teachers can dig ideological and political elements from the history of ethnic and folk dance, to integrate ideological and political content into the teaching process of dance appreciation, creation, and practice, and help students understand the historical connotation, cultural value, and aesthetic characteristics of ethnic and folk dance, to achieve the goals of civilized etiquette education, patriotism education, revolutionary spirit education, core values education and so on.

(1) Teachers can start from the red culture

Revolutionary dance, as a unique branch of folk dance, not only witnessed the hardships of revolutionary ancestors in establishing new China but also showed the depth of revolutionary culture. It is an important ideological and political element that teachers can tap into. For example, teachers can organize students to learn revolutionary dances such as "The Red Detachment of Women," "The East is Red," "The Radio Wave that Never Dies" and "The Eternal Red Sun." Through the background of dance creation and historical stories, teachers can strengthen the education of revolutionary heroes and patriotism, to strengthen students' cultural consciousness^[8].

(2) Teachers can start from the traditional culture

For example, teachers can organize students to learn dances such as Tea Picking Dance and Hydrangea Dance, dig out the traditional cultural connotations of different nationalities, and guide students to inherit traditional culture through dance art and body movements, so as to strengthen students' cultural confidence and national emotion^[9].

(3) Teachers can start from regional culture

Different regions have different cultural connotations, as well as different dance art forms. Therefore, teachers can also dig ideological and political elements from the dance art of different regions, such as Yangko Dance, Lantern dance, Tea picking dance, and other art forms, to guide students in understanding the local customs of different regions in China, and convey the regional culture and artistic connotation, so as to improve students' humanistic quality^[10].

3.3. To change and integrate the ideas of education, and build a multi-dimensional linkage system

According to the current situation of dance teaching in colleges and universities, the ideological and political

construction of the curriculum must change the thinking of educating people, and achieve better ideological and political penetration effect by establishing a multi-dimensional linkage education system. In this regard, colleges and universities should carry out reforms from the following two levels.

- (1) Clear education goals, resolve educational problems and pay attention to the development of composite dance talents

On the one hand, for dance teaching, teachers need to combine theory and practice, make use of students' practice learning environment, and strengthen students' understanding of ideological and political elements. At the same time, teachers should adhere to the idea of aesthetic education, not only to understand students' personality characteristics and personality feelings but also to grasp the connection between ideological and political elements and dance courses. On the other hand, teachers should establish a whole-staff, whole-process, and all-round ideological and political pattern, strengthen the top-level design, establish a perfect system of curriculum ideological and political construction, and improve the assessment system, take students' ideological and political accomplishment as one of the key factors of assessment and evaluation, and highlight the characteristic, national and regional development of school dance course content. In order to excavate and apply diversified ideological and political content, so as to cultivate professional dance talents with both morality and art^[11].

- (2) Optimize the education system and strengthen the linkage of courses

In college dance teaching, teachers can promote the coordination of in-class teaching and after-class activities to establish an immersive dance teaching atmosphere. On the one hand, dance teachers can establish cooperation and communication channels with other departments of the school to promote the integration of ideological and political activities such as patriotic education, moral education and socialist core values education with extra-curricular dance activities and campus cultural activities, to strengthen students' dance skills while transferring ideological and political literacy. On the other hand, teachers can encourage students to learn, create and participate in the main theme dance activities after class, and show the connotation of revolutionary culture or the charm of red culture through dance art, to strengthen students' awareness of red gene inheritance^[12]. In addition, teachers can also actively lead students out of the campus, participate in the countryside performance, community service performance, volunteer service performance and other activities, through extracurricular practice experience to improve students' dance art thoughts and concepts and strengthen students' comprehensive literacy.

3.4. Comprehensively train teachers and promote the synchronized development of teachers

Teachers not only directly affect the teaching quality of dance course, but also affect the actual effect of ideological and political construction and implementation of the course. For colleges and universities, they must establish a perfect teacher training and development system, to create a scientific and high-quality growth environment for teachers.

- (1) A perfect teacher training system should be established

On the one hand, it is necessary to establish offline training activities, adopt the form of special courses, and specifically train teachers' teaching ability of dance course, frontier education thought, curriculum ideological and political theory, teaching skills of ideological and political integration, and

ability to explore and apply ideological and political elements of dance course to train teachers' ability to integrate dance course with ideological and political elements. On the other hand, an online training platform can be developed to provide open learning and development services for teachers through online training video courses, expert lectures, teacher forums and other forms^[13].

(2) A scientific teacher evaluation and incentive system should be established

In order to ensure that all teachers participate in the construction of curriculum ideology and politics and implement the strategy of educating all students, colleges, and universities can incorporate the factors related to curriculum ideology and politics into the performance appraisal mechanism. First, it is necessary to conduct a comprehensive evaluation of teachers' performance of ethics and style, students' evaluation feedback, ability to understand curriculum ideological and political concepts, ability to explore ideological and political elements, ability to design curriculum ideological and political teaching, ideological and political literacy, and mastery of ideological and political theories, to urge teachers to take curriculum ideological and political construction as one of the important contents of career development^[14]. Second, it is necessary to establish an incentive mechanism for teachers. For teachers with excellent ideological and political construction level, outstanding achievements in relevant scientific research, teaching and research, and active participation in training activities, colleges and universities should also provide them with bonuses, title selection, job promotion, exchange and study opportunities, to form a good incentive.

(3) Diversified channels for teacher development should be established

In addition to the evaluation and incentive mechanism, colleges and universities can also establish teaching competitions and teaching systems for dance teachers, such as teaching competitions, teaching observation conferences, and collective lesson preparation mechanisms. On the one hand, through teaching and research competitions, teachers can be encouraged to constantly innovate the methods and strategies of ideological and political teaching of dance courses; on the other hand, communication among teachers can be strengthened. To share their teaching experience and ideas to achieve the effect of mutual help^[15].

4. Conclusion

To sum up, in the process of fully implementing the fundamental task of cultivating morality and educating people, colleges and universities should deeply analyze the significance of curriculum ideological and political construction and the practical problems faced in the current teaching, so as to put forward scientific and perfect teaching reform strategies and paths. For dance teaching in colleges and universities, teachers should ensure the implementation of curriculum ideological and political construction and promote the sustainable development of students through such strategies as the transformation of ideological and political education concepts, the exploration of dance culture and history, the extension of integrated education ideas, and the cultivation of teachers.

Disclosure statement

The author declares no conflict of interest.

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