

Research on the Organic Integration of Ideological and Political Elements and Teaching Content in Public Physical Education Courses: Taking Sports Dance as an Example

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Abstract: Course ideological and political education is a key measure to implement the fundamental task of cultivating morality and talents in universities. As an important component of the education system, the integration of public physical education courses with ideological and political education is an important direction of current education reform. This article takes sports dance courses as the research object, systematically exploring the organic integration path of ideological and political elements and teaching content in public sports courses. Research from three dimensions: teaching process, competition activities, and cultural connotations, to explore the ideological and political elements contained in sports dance, such as teamwork, rule awareness, resilience, and cultural confidence; Furthermore, this paper analyzes the problems of "emphasizing skills over value" and "fragmented integration" in the integration of ideological and political elements in current sports dance teaching, and proposes optimization strategies based on the principles of "organic integration, moderate moderation, and individualized teaching", including restructuring teaching objectives, innovating teaching methods, improving evaluation systems, etc. The effectiveness of these strategies is verified through teaching practice cases. Research has shown that sports dance courses have unique advantages in ideological and political education. Through a scientific integration path, it can achieve the synergy of knowledge imparting, skill cultivation, and value guidance, providing theoretical references and practical paradigms for the ideological and political construction of public sports courses.

Keywords: Public Physical Education Curriculum; Course Ideology and Politics; Sport Dance

1. Introduction

In recent years, the emphasis on ideological and political education in China's education sector has continued to increase, and the concept of curriculum ideology has emerged accordingly. Its core goal is to integrate ideological and political education into various curriculum teaching, achieve the organic unity of knowledge imparting and value guidance, and help cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. The "Guiding Outline for Curriculum Ideological and Political Construction in Higher Education Institutions" issued by the Ministry of Education in 2020 clearly states that promoting curriculum ideological and political construction is a strategic measure to implement the fundamental task of cultivating morality and talents, requiring various courses and ideological and political courses to work together and form a joint force. As an important component of the higher education system, public physical education courses naturally shoulder the important mission of ideological and political education.

Sports dance is a key content of public physical education courses, which combines sports attributes and artistic characteristics, integrates multiple elements such as sports, music, dance, etc., and has multiple functions such as fitness, competition, entertainment, and aesthetics. It is widely favored by students in universities, and the status of the course is increasingly prominent. It can not only effectively improve students' physical fitness such as strength, flexibility, and coordination, but also cultivate their aesthetic ability, artistic cultivation, and teamwork spirit. However, current sports dance teaching focuses more on skill imparting and lacks integration of ideological and political education. In fact, sports dance contains rich ideological and political elements such as teamwork, fair competition, and cultural confidence. Integrating them into teaching is not only a requirement for implementing national education policies, cultivating students' correct "three outlooks" and social responsibility, but also a need to enrich

teaching content, improve teaching quality, and promote students' comprehensive development.

This study aims to explore the ideological and political elements in sports dance teaching, and explore the path of organic integration with teaching content. At the theoretical level, it can enrich the ideological and political theoretical system of public sports courses, expand research fields, and provide guidance for physical education workers at the practical level. It can help students receive ideological and political education and improve their comprehensive quality in skill learning.

2. Exploration of ideological and political elements in sports dance courses

2.1 Ideological and political elements based on sports dance culture

The culture of sports dance has a long history and contains rich ideological and political elements, which is of great significance for shaping students' values and ideological education [1].

Many ethnic folk dances, as an important component of sports dance, deeply reflect the national spirit. For example, there are various types of ethnic and folk dances in China, each with its own characteristics. Dai dance, with its beautiful movements and unique rhythms, showcases the Dai people's reverence for nature and love for life; Mongolian dance, on the other hand, embodies the bravery and perseverance of the Mongolian people with a bold and unrestrained style. The national spirit contained in these dances is an important manifestation of the excellent traditional culture of the Chinese nation. By studying ethnic and folk dances, students can gain a deeper understanding of their own history, culture, and traditions, enhance their sense of national pride and cultural identity, and inspire patriotism. In teaching, teachers can introduce students to the origin, development, and cultural connotations of ethnic and folk dances, so that students can understand the national spirit while learning dance movements, and cultivate their love and inheritance awareness of ethnic culture.

Sports dances from different countries and regions also carry their own cultural characteristics and values. Latin dance originated in Latin America, with its passionate and unrestrained dance style and vibrant music rhythm reflecting the optimistic and life loving personality traits of the Latin American people. Standard dance originated in Europe, and its elegant dance moves and rigorous dance standards reflect the gentlemanly demeanor and etiquette concepts in European culture. By learning sports dances from different countries and regions, students can broaden their cultural horizons, enhance their understanding and tolerance of multiculturalism. This helps cultivate students' international perspective and cross-cultural communication skills, enabling them to recognize the diversity of world cultures, respect differences between different cultures, and establish correct cultural and value systems. During the teaching process, teachers can guide students to compare the cultural backgrounds and characteristics of different dance styles, allowing them to appreciate and learn the charm of different cultures and improve their cultural literacy.

2.2 Ideological and political elements in the teaching process of sports dance

Each aspect of sports dance teaching contains rich ideological and political elements, and teachers need to accurately explore and transform them into educational resources [2]. In basic training, movement combination practice, and dance choreography, a large number of movements require the cooperation of two or more people. Movement correction between teachers and students in basic training can cultivate students' qualities of caring for others and respecting opinions. Team collaboration in movement combination and choreography allows students to experience collective value and learn to leverage individual strengths to serve common goals. Teachers can strengthen students' teamwork ability and collectivism concept in practice by designing collective dance choreography and other tasks.

The rules and etiquette norms in teaching are important carriers of ideological and political education. During classroom exercises, performance demonstrations, and competitions, students are required to abide by rules such as dance style, music, and time. In addition, they must also maintain discipline, respect their teachers and friends, and pay attention to politeness when cooperating with dance partners. This process can effectively cultivate students' self-discipline and rule awareness, and enhance their moral cultivation. Teachers need to reinforce students' understanding of the importance of rules and etiquette through explanation, demonstration, and guidance, and urge them to practice them in practice.

The gradual nature of learning sports dance can easily lead students to face challenges such as difficult movements and insufficient expressiveness. Teachers can use inspiring examples of sports dance athletes overcoming difficulties to motivate students to practice with a positive attitude and cultivate resilience.

At the same time, timely encouragement and guidance should be given to students when they encounter difficulties, helping them build confidence, summarize lessons, optimize learning strategies, and thereby enhance their resilience.

2.3 Ideological and political elements in sports dance competition activities

Sports dance competitions, as a key platform for testing learning outcomes and showcasing students' talents, contain rich ideological and political elements, and have unique value for students' ideological education [3].

The intense competition and challenges in competitions can stimulate students' spirit of hard work and enterprising consciousness, enabling them to understand the connotation of "striving for success". Students need to break through their own limits, improve their dance skills and expression in competitions, and cultivate qualities of courage to strive and pursue excellence, which will have a positive impact on their learning and life. Teachers can guide students to establish a correct sense of competition and be brave in challenges through pre competition mobilization, and summarize and reflect after the competition to help students learn from experience and achieve improvement.

The outcome of a competition is an important carrier for cultivating students' correct view of victory and defeat and good psychological qualities. Students need to approach victory and defeat rationally: maintain humility during victory and recognize the importance of teamwork; Don't be discouraged when you fail, learn from your failures and adjust your mindset. This process can shape students' open-minded attitude, and teachers can guide students to focus on their growth in the competition rather than just the results through pre competition and post competition communication, analyzing strengths and weaknesses to promote their progress.

In group competitions such as queue dancing, a sense of collective honor is a core ideological and political element. The image of team members represents the team, and team honor is closely related to individuals. During training and competitions, team members need to support each other, strive for collective honor, share pride when successful, and unite to overcome difficulties, in order to enhance students' sense of collective honor and responsibility, cultivate teamwork spirit and collectivism. Teachers can emphasize the importance of collective honor in team activities, strengthen students' team awareness and collaboration skills.

3. Analysis of the current situation of the integration of sports dance teaching content and ideological and political elements

3.1 Current situation of integration of teaching objectives

Teaching objectives are the starting point and destination of teaching activities, which play an important guiding role in the selection of teaching content, the application of teaching methods, and the implementation of teaching evaluation. Currently, some universities mention ideological and political goals such as cultivating students' morality and values in their sports dance teaching syllabus, but the expression is often vague and ambiguous. For example, the description of ideological and political goals in the sports dance teaching syllabus of a certain university as "cultivating students' good sports ethics and teamwork spirit" lacks clear direction and operability, making it difficult to implement in the teaching process.

In practical teaching, due to unclear ideological and political goals, teachers often focus more on imparting sports dance skills and neglect the integration of ideological and political education. This leads to students learning sports dance, although they have mastered certain dance techniques, they have relatively little gain in moral cultivation and value shaping. For example, in some sports dance courses, teachers mainly focus on whether students' dance movements are standardized and graceful, and do not pay enough attention to the cultivation of students' teamwork spirit, competitive awareness, and resilience in the learning process.

3.2 Current situation of teaching content arrangement

Teaching content is an important carrier for achieving teaching objectives, and the rationality of its arrangement directly affects the integration effect of ideological and political elements. Through the analysis of sports dance textbooks from multiple universities, it was found that there are significant

differences in the degree of integration of ideological and political elements in existing teaching content. Some textbooks only briefly mention some ideological and political related content at the beginning or end of chapters, such as the historical and cultural background of sports dance, sports spirit, etc., but do not organically combine these ideological and political elements with specific teaching content, resulting in the problem of rigid addition. For example, when introducing a certain type of dance, simply describing the origin and development process of the dance without delving into the cultural values and spiritual connotations it contains cannot truly help students understand and feel the charm of ideological and political elements.

Some textbooks do not involve ideological and political elements at all, and the teaching content mainly revolves around the basic movements, techniques, combinations, and routines of sports dance, focusing on skill training. This kind of content arrangement that solely focuses on skill teaching results in students lacking perception and experience of ideological and political education in the learning process, and cannot achieve the organic unity of knowledge imparting and value guidance. For example, in some sports dance textbooks, the explanation and demonstration of dance movements occupy a large amount of space, while the cultural connotations, values, and other aspects contained in dance are rarely mentioned, making it difficult for students to gain inspiration for ideological and political education in the learning process.

3.3 Current Status of teaching method application

Teaching methods are the means and channels for teachers to impart knowledge and for students to learn, and their effectiveness directly affects the transmission of ideological and political elements. In current sports dance teaching, traditional teaching methods still dominate. Teachers mainly impart knowledge and skills of sports dance to students in the classroom through explanations, demonstrations, and other methods, while students passively accept learning. Although this teaching method can ensure teaching progress and quality to a certain extent, it has obvious limitations in ideological and political education. Due to the fact that teachers often focus on explaining knowledge and skills during the teaching process, lacking interaction and communication with students, it is difficult to stimulate students' interest and initiative in learning, and it is also not conducive to the in-depth transmission of ideological and political elements. For example, when explaining the rules and etiquette of sports dance competitions, if teachers only read out the rules and explain the etiquette requirements, students may only mechanically memorize them and fail to truly understand the values of fair competition and respect for others behind them.

In contrast, emerging teaching methods such as group collaboration have certain advantages in ideological and political education. In group cooperative learning, students can cultivate ideological and political literacy such as teamwork spirit, communication skills, and sense of responsibility by completing learning tasks together with group members. For example, in sports dance choreography tasks, students are divided into groups for dance creation and rehearsal. They need to communicate and coordinate with each other to solve problems together. In this process, students can deeply appreciate the importance of teamwork and enhance their sense of collective honor. However, the current application of teaching methods such as group collaboration in sports dance teaching is not widespread enough, and some teachers have insufficient understanding and mastery of these teaching methods, resulting in their insufficient role in ideological and political education.

3.4 Current status of teaching evaluation system

Teaching evaluation is an important part of the teaching process, which has a guiding, diagnostic, and motivating effect on teaching activities. Through a questionnaire survey of students and teachers, it was found that the current evaluation of students' ideological and political literacy in sports dance teaching is not optimistic. Most universities mainly use students' dance skills as the evaluation criteria in the assessment of sports dance courses, such as the accuracy, standardization, and expressiveness of dance movements, while lacking scientific evaluation indicators and methods for students' ideological and political literacy assessment. For example, in some universities' sports dance course exams, skill assessment accounts for more than 80% of the total score, while there are no clear quantitative indicators for assessing students' ideological and political aspects such as teamwork spirit, sports ethics, and values. Often, only simple evaluations are made based on teachers' subjective impressions.

This evaluation system that emphasizes skills over ideological and political education makes students pay more attention to the training of dance skills in the learning process, while neglecting the

improvement of their own ideological and political literacy. At the same time, it is not conducive to teachers' comprehensive evaluation of teaching effectiveness, and it is difficult to timely discover problems in the teaching process, which affects the deep promotion of the integration of sports dance teaching and ideological and political elements. For example, some students may only focus on improving their dance skills in order to achieve good results in skill assessments, while exhibiting selfish and uncooperative behaviors in team cooperation. However, due to the lack of assessment of ideological and political literacy in the evaluation system, these problems cannot be corrected and guided in a timely manner.

4. Integration strategy of sports dance teaching content and ideological and political elements

4.1 Optimizing teaching objective setting

Teaching objectives are the starting point and destination of teaching activities. Clear, specific, and actionable teaching objectives are crucial for achieving the integration of ideological and political elements with sports dance teaching content. Teachers should refine and integrate ideological and political goals into the teaching objectives of sports dance, so that ideological and political education has a clear direction and measurable standards in teaching.

In terms of knowledge and skill objectives, students should not only master the basic movements, techniques, and routines of sports dance, but also understand the cultural background, historical development, and artistic characteristics of sports dance. In the process and method objectives, emphasis is placed on cultivating students' self-learning ability, innovation ability, and teamwork ability. Through group cooperative learning, project-based learning, and other methods, students can exercise these abilities in practice. In terms of ideological and political education goals, it is necessary to be specific and clear, such as cultivating students' patriotism, collectivism, perseverance, rule awareness, aesthetic taste, etc. Taking Latin dance teaching as an example, the teaching objectives can be set as follows: students can proficiently master the basic steps, movements, and combinations of Latin dance, understand the origin, development, and cultural connotations of Latin dance; Rehearsing Latin dance performances through group collaboration to enhance teamwork and communication skills; In the learning process, cultivate students' competitive awareness and fighting spirit, teach them to respect others, abide by rules, and enhance their understanding and tolerance of multiculturalism. By refining teaching objectives in this way, ideological and political elements can be concretely implemented in teaching, and it is also convenient for teachers to cultivate and evaluate students in a targeted manner during the teaching process.

4.2 Enriching teaching content design

Teaching content is an important carrier for achieving teaching objectives. Enriching the design of teaching content and cleverly integrating ideological and political elements into various aspects of sports dance teaching can enable students to receive ideological and political education unconsciously in the learning process.

In the teaching of dance movements, teachers can integrate relevant ideological and political elements based on the characteristics and requirements of the movements. When teaching power based dance movements, such as the cowboy dance in Latin dance, emphasis is placed on strength and speed, while guiding students to experience the spirit of perseverance and courage to move forward; When teaching ballet and other graceful and gentle dance movements, we should cultivate students' elegant temperament and aesthetic taste. In the dance culture explanation section, we will deeply explore the cultural connotations contained in sports dance and integrate it into ideological and political education. When explaining Latin dance culture, it is introduced that Latin dance originated from folk dances in Latin America, which integrates cultural elements of different ethnic groups and reflects the equality and inclusiveness of multiculturalism. We guide students to respect the differences between different cultures and establish the correct cultural and value system by explaining these contents. It is also possible to add some sports dance elements with Chinese characteristics to the teaching content, such as integrating the movements and elements of Chinese ethnic and folk dances into sports dance teaching, promoting excellent traditional Chinese culture, enhancing students' cultural confidence and national pride.

4.3 Application of innovative teaching methods

Innovative teaching methods are key to improving the effectiveness of ideological and political education. Adopting diverse teaching methods can stimulate students' interest in learning, enhance the attractiveness and effectiveness of ideological and political education.

Case teaching method is an effective teaching approach, where teachers can select representative sports dance cases and guide students to analyze and discuss them, in order to understand ideological and political elements. Cases of sports dance athletes overcoming difficulties, persevering and ultimately achieving victory in competitions can be selected for students to discuss the athletes' mentality and methods when facing difficulties, thereby cultivating their fighting spirit and resilience. Situational teaching method is also a good choice. Teachers can create some scenarios related to sports dance, allowing students to experience and feel ideological and political elements in the context. We create a scenario for sports dance competitions, allowing students to follow the rules, respect referees and opponents, and cultivate their awareness of rules and moral literacy in simulated competitions. The project-based learning method allows students to cultivate their teamwork spirit, innovation ability, and sense of responsibility by completing a specific sports dance project, such as choreographing a dance evening party. During the project implementation process, students need to divide their work and collaborate, plan and rehearse together, which helps to enhance their sense of teamwork and collective honor. Teachers can also combine modern educational technology, such as using multimedia teaching, online teaching platforms, etc., to enrich teaching resources and forms, and improve the effectiveness of ideological and political education.

4.4 Improve the teaching evaluation system

Teaching evaluation is an important part of the teaching process. Establishing a diversified teaching evaluation system and incorporating ideological and political performance into student assessment can comprehensively and objectively evaluate students' learning outcomes and promote their comprehensive development.

In terms of evaluation subjects, a combination of student self-evaluation, peer evaluation, and teacher evaluation is adopted. Student self-evaluation can allow students to reflect and summarize their ideological and political performance in the learning process, such as their performance in teamwork and attitude towards difficulties. Mutual evaluation can promote mutual learning and communication among students, and students can evaluate others' spiritual outlook, moral qualities, etc. in dance performances. Teacher evaluation comprehensively evaluates students from both professional and ideological education perspectives, providing objective and accurate evaluation opinions. In terms of evaluation content, not only should students' sports dance skills be assessed, but also their ideological and political literacy should be emphasized. Students' teamwork ability, sportsmanship, cultural literacy, values, and other aspects can be evaluated. For example, in a team dance project, evaluate students' collaborative performance in the team, contribution to team goals, etc; In the study of dance culture, assess students' understanding and respect for different cultures. In terms of evaluation methods, a combination of process evaluation and summative evaluation is adopted. Process evaluation focuses on students' performance in the learning process, such as classroom participation, homework completion, group activity performance, etc; Summative evaluation mainly assesses students' learning outcomes at the end of the course, such as dance skills assessment, ideological and political knowledge Q&A. By improving the teaching evaluation system, students can be guided to attach importance to ideological and political learning, and promote the deep integration of ideological and political elements with sports dance teaching content.

5. Conclusion

This study has achieved a series of results in the exploration, integration strategies, and teaching practices of ideological and political elements in sports dance courses. In terms of exploring ideological and political elements, in-depth analysis was conducted on the ideological and political elements contained in sports dance culture, teaching process, and competition activities. From the perspective of sports dance culture, we explore the national spirit embodied in ethnic folk dances, as well as the cultural characteristics and values carried by sports dances in different countries and regions, such as the passionate and unrestrained attitude towards life demonstrated by Latin American sports dances and the gentlemanly etiquette concept embodied by European sports dances. In the teaching process, it has been found that team collaboration can cultivate students' team spirit and collectivism. Rules and etiquette

teaching can enhance students' self-discipline and moral cultivation. Facing difficult learning processes can help exercise students' willpower and resilience. Sports dance competitions can inspire students' spirit of hard work and enterprising spirit, help them establish a correct view of victory and defeat, and enhance their sense of collective honor.

In terms of integration strategy, specific integration strategies have been formulated, including optimizing teaching goal setting, refining ideological and political goals and integrating them into sports dance teaching goals, so that ideological and political education has clear direction and measurement standards; We enrich the design of teaching content, cleverly integrate ideological and political elements into dance movement teaching and cultural explanation, such as cultivating corresponding spiritual qualities by combining movement characteristics, and guiding students to establish correct cultural views through dance culture introduction; Innovative teaching methods are used, including case teaching, situational teaching, and project-based learning, to stimulate students' interest in learning and enhance the effectiveness of ideological and political education; We have improved the teaching evaluation system and established a diversified evaluation system. We incorporate ideological and political performance into student evaluation, using a combination of student self-evaluation, peer evaluation, teacher evaluation, process evaluation, and summative evaluation to comprehensively and objectively evaluate students' learning outcomes.

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