

Research on Integrated Teaching Pathways of Ballroom Dance Cultural Connotations and Aesthetic Literacy under the Educational Goal of Aesthetic Education

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Abstract: To implement the requirements of school aesthetic education in the new era, address the practical dilemma of "valuing skills over culture and neglecting aesthetics" in ballroom dance teaching, and fully realize the educational value of integrating physical education and aesthetics embodied by ballroom dance, this paper adopts the methods of literature review, logical analysis and classroom observation. Centered on the educational goal of aesthetic education, it systematically explores the internal logic, educational value, practical dilemmas and implementation pathways of integrating ballroom dance cultural connotations with students' aesthetic literacy. The study reveals that there exists a deeply coupled dialectical relationship between ballroom dance cultural connotations and aesthetic literacy: cultural immersion serves as the core foundation for aesthetic cultivation, aesthetic improvement acts as a vital carrier for cultural inheritance, and aesthetic education orientation functions as the core guide for the integrated development of the two. At present, integrated teaching of ballroom dance faces prominent challenges including utilitarian teaching objectives, fragmented curriculum systems, rigid and monotonous teaching methods, absent aesthetic education evaluation mechanisms, and insufficient aesthetic literacy among teachers. Accordingly, this research constructs an integrated teaching pathway covering five dimensions: objective reconstruction, content optimization, method innovation, evaluation improvement, and faculty & resource support. It aims to transform ballroom dance teaching from a "skill-oriented" model to a "literacy-centered" educational model. This study is expected to provide theoretical support and practical references for the reform of ballroom dance aesthetic education in the new era, the construction of an integrated physical and aesthetic education system, and the comprehensive improvement of students' overall aesthetic literacy.

Keywords: aesthetic education for talent cultivation; ballroom dance; cultural connotations; aesthetic literacy; integrated teaching

1. Introduction

Against the backdrop of high-quality educational development and the thorough implementation of the "Five Education Integration" policy in the new era, aesthetic education, as a crucial vehicle for fostering virtue through education, undertakes the core functions of cultivating students' sentiments, refining their aesthetic temperament and upgrading their comprehensive humanistic literacy, and has become an indispensable component of the modern school education system. With the deepening reform of aesthetic education, traditional physical education has broken through the functional boundaries of mere physical training and gradually shifted toward artistic, literacy-oriented and humanistic development. As a distinctive physical education curriculum integrating competitive sports, artistic aesthetics and humanistic inheritance, ballroom dance boasts multiple educational values including physical shaping, rhythmic aesthetics, etiquette edification and cultural heritage, making it a high-quality curriculum carrier for implementing school aesthetic education and advancing the integrated development of physical and aesthetic education.

Nevertheless, prominent structural problems persist in domestic ballroom dance classroom teaching. Most long-term teaching practices are trapped in a rigid paradigm of "prioritizing techniques over culture and training over aesthetics". Teaching activities overemphasize standardized movement training and technical standardization, one-sidedly pursuing skill mastery and competition performance, while

neglecting in-depth exploration of the profound cultural connotations of ballroom dance and systematic cultivation of students' aesthetic perception, aesthetic understanding and aesthetic creation. As a result, the aesthetic educational function of the curriculum is weakened and instrumentalized, failing to meet the developmental demands of competency-based education and holistic talent cultivation in the new era.

In terms of existing research, academia has yielded abundant findings on the aesthetic educational value of ballroom dance and the cultivation of students' aesthetic literacy, laying a solid theoretical foundation for this study. However, obvious research gaps remain. Current studies mostly focus on one-dimensional interpretation of aesthetic value or improvements to teaching methods, while research on the correlation and coupling between ballroom dance cultural connotations and aesthetic literacy remains scattered. Studies on the internal mechanism and systematic teaching pathways for their in-depth integration are relatively scarce, unable to effectively guide frontline integrated physical and aesthetic teaching practices.

On this basis, guided by the educational goal of aesthetic education, this research centers on exploring the core culture of ballroom dance and collaborative cultivation of students' aesthetic literacy. It systematically analyzes the internal logic and practical dilemmas of their integration, and constructs feasible systematic pathways for integrated teaching. The research intends to break the limitations of traditional skill-oriented teaching, fully unlock the aesthetic educational efficacy of ballroom dance, and offer theoretical support and practical references for the reform of school physical and aesthetic education, curriculum quality improvement and the implementation of competency-based education in the new era.

2. Definition of core concepts and theoretical foundations

2.1 Definition of core concepts

2.1.1 Aesthetic education for talent cultivation

Aesthetic education for talent cultivation is an important component of the modern education system that fosters virtue through education, representing a competency-based educational paradigm distinct from knowledge and skill instruction [1]. Different from traditional single-subject art teaching, modern aesthetic education for talent cultivation takes aesthetic practice as the carrier and aesthetic cultivation as the core. It relies on diverse artistic immersion and aesthetic experience activities to systematically develop students' four core capabilities: aesthetic perception, aesthetic understanding, aesthetic creation and aesthetic temperament. Its core educational logic lies not merely in imparting artistic knowledge, but in purifying the mind, cultivating sentiments and enlightening wisdom through aesthetic edification. It guides students to establish positive aesthetic cognition, healthy aesthetic tastes and sound humanistic literacy. From the perspective of the Five Education Integration policy, aesthetic education permeates the entire teaching process, focuses on the all-round physical and mental development of students, and helps them achieve comprehensive growth characterized by sound personality, improved literacy and spiritual enrichment. It constitutes a core vehicle and vital support for the high-quality development of competency-based education in the new era.

2.1.2 Cultural connotations of ballroom dance

Ballroom dance is a composite sport-art integrating competitive athletics, artistic aesthetics and humanistic inheritance, featuring multi-layered and three-dimensional diverse cultural connotations rather than a mere form of physical movement [2]. From the hierarchical structure of culture, its cultural system can be divided into four progressive layers from surface to core:

The superficial layer: physical movement culture, embodied in standardized, rhythmic body movements that present intuitive formal aesthetics;

The intermediate layer: etiquette and rule culture, covering dance etiquette, partner collaboration norms and competition rules, which manifest the beauty of order and propriety in sports;

The deep layer: historical and humanistic culture, including the origin and evolution of each dance genre, regional school characteristics, and supporting music and costume culture, bearing the humanistic heritage and artistic traits of different regions;

The core layer: spiritual value culture, embodying the sports spirit and artistic essence of respect, inclusiveness, collaboration, perseverance and pursuit of excellence.

These four layers of culture interpenetrate and integrate to form a complete and systematic cultural

system of ballroom dance, which also serves as the core resource base for its aesthetic education functions.

2.1.3 Aesthetic literacy

Combined with the disciplinary characteristics of ballroom dance, aesthetic literacy refers to comprehensive artistic literacy gradually accumulated by students through long-term dance learning, cultural immersion and practical experience [3]. It embodies students' integrated aesthetic capabilities and qualities, and constitutes the core cultivation objective of ballroom dance aesthetic education. Compared with general artistic aesthetic literacy, ballroom dance aesthetic literacy bears distinct disciplinary pertinence and mainly covers four core dimensions:

Physical form aesthetics: the ability to perceive and control body shapes and postures;

Movement rhythm aesthetics: the capacity to interpret the rhythm, lines, strength and dynamic beauty of dance movements;

Musical artistic aesthetics: the competence to resonate with the rhythm and emotion of dance-accompanying music;

Cultural emotional aesthetics: the ability of emotional expression and cultural appreciation built upon cognitive understanding of dance culture.

The coordinated development of these four dimensions forms an aesthetic literacy system tailored to ballroom dance teaching, acting as an important criterion for measuring students' artistic literacy and the effectiveness of aesthetic education.

2.2 Theoretical foundations

This research constructs integrated teaching pathways based on an interdisciplinary theoretical system, mainly including aesthetic education theory, humanistic education theory, integrated physical and cultural education theory, and immersive teaching theory, which provide solid academic support for the study.

Among them, aesthetic education theory serves as the core foundational theory of this research. It systematically explains the progressive cultivation rules of aesthetic perception, aesthetic understanding and aesthetic creation, clarifies the implementation logic and educational paradigm of aesthetic teaching, and delivers core theoretical grounds for the gradient and systematic cultivation of students' aesthetic literacy in ballroom dance classes.

Humanistic education theory adheres to the people-centered educational philosophy, eliminates the drawbacks of traditional cramming teaching, emphasizes respect for students' principal status and individual developmental differences, and prioritizes immersive experience and active constructive learning. Its core ideas align closely with the essence of immersive aesthetic education that nurtures the mind through beauty, offering conceptual support for centering student-oriented aesthetic cultivation in this research.

Integrated physical and cultural education theory breaks disciplinary barriers between physical education and humanistic aesthetic education, promoting deep coupling of skill training, cultural instruction and aesthetic cultivation. It provides critical theoretical backing for building a three-in-one ballroom dance teaching system integrating skills, culture and aesthetics.

In addition, immersive teaching theory focuses on scenario construction and experiential empowerment, offering scientific practical guidance for the organic infiltration of dance cultural connotations in teaching, the generation of students' in-depth aesthetic experience, and the innovation of teaching methods.

3. Internal logic and educational value of integrating ballroom dance cultural connotations and aesthetic literacy

3.1 Internal logical relationship of their integration

Ballroom dance cultural connotations and aesthetic literacy share a mutually reinforcing, dialectically unified internal coupling relationship, and their deep synergy forms the core prerequisite for realizing integrated physical and aesthetic education.

First, ballroom dance cultural connotations constitute the fundamental foundation for the generation and advancement of students' aesthetic literacy. The formation of aesthetic cognition cannot exist without cultural context. Students' systematic understanding of the evolution of dance genres, etiquette norms, artistic traits and humanistic heritage lays an important premise for constructing aesthetic judgment, forming aesthetic thinking and generating aesthetic resonance. Aesthetic cultivation separated from cultural core remains confined to superficial visual appreciation of body shapes and postures, lacking in-depth interpretation of dance rhythm, emotional implication and artistic value. This easily leads to one-sided and superficial aesthetic cognition, failing to cultivate high-level aesthetic literacy.

Second, aesthetic literacy acts as a vital carrier for the inheritance and innovative development of ballroom dance culture. As internalized artistic perception and comprehension capabilities of students, aesthetic literacy guides learners to deconstruct dance movements, musical rhythms and emotional expressions from an aesthetic perspective, accurately capturing the artistic core and cultural traits of ballroom dance, and further realizing cultural reproduction and emotional expression in technical performance. Continuous improvement of students' aesthetic capabilities not only facilitates internal absorption of dance culture, but also promotes innovative interpretation of artistic forms, achieving living inheritance of traditional ballroom dance culture.

Finally, aesthetic education serves as the core value orientation guiding the integrated development of the two. Aesthetic education objectives run through the entire ballroom dance teaching process, effectively coordinating the two-way empowering relationship between cultural inheritance and aesthetic cultivation. It breaks the disjointed state of technical training, cultural lectures and aesthetic cultivation in traditional teaching, and drives the profound transformation of ballroom dance teaching from a single "skill instruction model" to a comprehensive "literacy cultivation model".

3.2 Educational value of their integration from the perspective of aesthetic education

From the perspective of aesthetic education for talent cultivation in the new era, integrated teaching of ballroom dance culture and aesthetic literacy delivers multi-level and all-round educational value.

At the student development level, integrated teaching breaks the limitations of traditional mechanical skill training, enriches students' artistic cognitive systems, guides them to establish multi-dimensional aesthetic perspectives, and continuously improves their comprehensive literacy in physical form, rhythm and cultural aesthetics. Meanwhile, immersive cultural immersion and aesthetic experience cultivate students' artistic sentiments, shape elegant postures and refined temperament, and advance their coordinated physical and mental development as well as sound personality formation.

At the teaching development level, deep integration of the two reconstructs the single-structured traditional ballroom dance curriculum, enriches cultural and aesthetic teaching content, innovates experiential and immersive classroom teaching paradigms, fundamentally addresses the teaching dilemma of "valuing techniques over aesthetics and training over education", and promotes quality improvement of ballroom dance courses.

At the macro educational level, integrated teaching precisely aligns with the educational reform requirements of the Five Education Integration policy, further expands implementation pathways for school physical and aesthetic education, improves the aesthetic education system within physical disciplines, fully excavates the humanistic aesthetic functions of physical education courses, and provides robust practical support for the high-quality development of school aesthetic education and the fulfillment of the fundamental task of fostering virtue through education in the new era.

4. Practical dilemmas of integrated teaching of ballroom dance culture and aesthetic literacy

Based on classroom practice observation and research on teaching status, it is found that there are still many structural difficulties in the integration of cultural infiltration and aesthetic cultivation in sports dance teaching in Chinese schools. The effectiveness of integrating sports and aesthetics in educating people has not been fully released, which is manifested in multiple dimensions of practical shortcomings. Firstly, the utilitarian tendency of teaching objectives is prominent, and the positioning of aesthetic education and talent cultivation is vague. At present, sports dance teaching still generally continues the traditional skill based education orientation, with teaching design overly focused on explicit teaching tasks such as technical standards, skill assessments, and competition performances. The one-sided pursuit of standardization and proficiency in movements weakens the implicit educational goals of cultural inheritance, aesthetic infiltration, and personality cultivation in sports dance, making the aesthetic

education education orientation superficial and difficult to achieve literacy cultivation. Secondly, the teaching content structure is single and rigid, and cultural infiltration presents fragmented characteristics. The existing curriculum content system mainly focuses on standardized technical training, with a relatively low proportion of aesthetic education related content such as the historical evolution of dance styles, etiquette culture, music aesthetics, and emotional expression. Cultural knowledge teaching often relies on skill training and is randomly interspersed, with scattered and unsystematic content. There is a lack of progressive aesthetic education content hierarchy design, which cannot provide content support for the systematic and hierarchical cultivation of students' aesthetic literacy. Thirdly, the teaching methods and models are relatively rigid, and students lack a deep aesthetic experience. Classroom teaching has long relied on the traditional indoctrination paradigm of "demonstration imitation repetition training", with the teaching process mainly focused on mechanical skill acquisition, lacking diversified teaching elements such as immersive appreciation, situational experience, collaborative exploration, and aesthetic creation. Students are always in a passive learning state, unable to deeply perceive the beauty of dance rhythm, form, and emotion, and unable to form deep aesthetic resonance and subjective aesthetic construction. Fourthly, the dimensions of the teaching evaluation system are single, and there is a significant lack of aesthetic education evaluation mechanism. The current teaching evaluation mainly focuses on explicit indicators such as action standardization and technical completion quality, emphasizing the result based assessment of students' skill levels. The core elements of aesthetic education such as cultural cognition, aesthetic expression, emotional interpretation, and artistic innovation have not been included in the evaluation system, making it difficult to comprehensively and objectively reflect the development status of students' comprehensive aesthetic literacy, and weakening the guiding and motivating role of evaluation in aesthetic education teaching. Fifthly, there are shortcomings in the comprehensive literacy of teachers and weak professional abilities in integrated teaching. Some sports dance teachers have long focused on technical teaching, with insufficient cultural reserves and aesthetic education theory literacy. They lack teaching design thinking and classroom implementation abilities that integrate physical and aesthetic education, making it difficult to effectively carry out integrated teaching of cultural immersion and aesthetic cultivation.

Overall, the above-mentioned difficulties are not caused by a single factor, but rather by the combination and coupling of multiple factors such as the solidification of traditional teaching concepts, the lagging construction of aesthetic education oriented curriculum systems, the lack of specialized aesthetic education training mechanisms for teachers, the imperfect assessment and incentive system for aesthetic education teaching, and the insufficient supply of high-quality aesthetic education teaching resources, which seriously restrict the full play of the educational value of sports dance aesthetic education.

5. Implementation pathways of integrated teaching under the educational goal of aesthetic education

5.1 Reconstruct four-dimensional teaching objectives to anchor the orientation of aesthetic education

In order to reverse the utilitarian orientation of traditional sports dance teaching skills, this study focuses on the fundamental task of aesthetic education in the new era, breaks through the limitations of single skill training goals, and constructs a three-dimensional teaching goal system that integrates "skill consolidation, cultural inheritance, aesthetic cultivation, and character shaping", achieving the transformation of teaching goals from "knowledge and skill based" to "comprehensive literacy based". This paper based on the cognitive laws and levels of literacy development of students, set gradient education goals: the basic dimension focuses on consolidating specialized skills, popularizing etiquette norms, and accumulating basic cultural cognition, helping students establish a standardized technical framework and preliminary cultural cognition; Enhancing dimensions and focusing on the development of aesthetic abilities, cultivating students' aesthetic perception, judgment, and appreciation skills through art appreciation, aesthetic experience, and action perception; The advanced dimension focuses on cultural internalization and character sublimation, guiding students to engage in aesthetic creation, emotional expression, and artistic interpretation based on proficient mastery of technology and understanding of culture, achieving the synergistic improvement of cultural literacy, aesthetic literacy, and moral character. Through a layered and progressive goal design, the concept of aesthetic education is integrated throughout the entire process before, during, and after class, achieving the comprehensive implementation of the educational value of sports dance classes.

5.2 Optimize the curriculum content system to achieve in-depth integration of culture and aesthetics

In response to the current problems of fragmented course content and lack of aesthetic education content, it is necessary to systematically reconstruct the content framework of sports dance courses, break the single content mode with technical training as the absolute subject, and promote the transformation of course content towards cultural, aesthetic, and comprehensive aspects. In terms of cultural content construction, the system integrates the historical origins, regional schools, development trends, etiquette norms, music characteristics, and clothing culture of various dance genres, and constructs a complete and logically coherent cultural teaching module to fill the cultural gaps in existing courses. In the construction of aesthetic education content, specialized aesthetic education content such as classic event appreciation, dance art appreciation, body posture aesthetics, movement rhythm understanding, and emotional expression training will be added to form a targeted aesthetic literacy cultivation module. At the same time, following the principle of progressive teaching, the school takes into account the physical and mental traits, cognitive levels and learning foundations of students at different stages, adopts hierarchical and tiered content design, realizes the precise integration of cultural infiltration and aesthetic cultivation, and boosts the in-depth integration of skill learning, cultural comprehension and aesthetic improvement.

5.3 Innovate diversified teaching methods to strengthen immersive aesthetic experience

To overcome the shortcomings of traditional indoctrination based teaching in terms of aesthetic experience, it is necessary to innovate classroom teaching paradigms and construct a diversified teaching method system that combines immersion, experiential, and exploratory approaches. Relying on the cultural traceability teaching approach, the school integrates introductions to dance cultural backgrounds, artistic connotations and developmental histories into skill instruction, endows technical learning with cultural connotations, and consolidates students' foundation of aesthetic cognition. Using multimedia technology to carry out immersive appreciation teaching, students are guided to intuitively perceive the beauty of physical form, rhythm, collaboration, and artistic conception of sports dance through high-definition event videos, art exhibition clips, music listening, and other forms, deepening their aesthetic perception. The school builds practical scenarios including situational shows, group presentations and stage performances, allowing students to express aesthetic feelings and demonstrate artistic creativity in authentic performing contexts and inspiring their capacity for aesthetic creation. It adopts a group collaborative inquiry model to guide students to independently explore the aesthetic features, artistic styles and cultural connotations of dance, foster their independent aesthetic thinking and critical aesthetic capabilities, and truly shift students from passive skill training to active aesthetic learning.

5.4 Construct a diversified evaluation mechanism to improve the aesthetic education evaluation system

To meet the needs of integrating beauty and education, it is necessary to reconstruct a single technical evaluation model and establish a comprehensive aesthetic education evaluation system that emphasizes both process and outcome, skills and literacy, and involves multiple stakeholders. In terms of evaluation content, the weight of technical standardization scoring should be moderately weakened, and new aesthetic education core indicators such as cultural cognition, aesthetic expression, emotional interpretation, artistic innovation, and classroom aesthetic experience should be added to achieve comprehensive expansion of evaluation dimensions. In terms of evaluation methods, we should strengthen process based dynamic evaluation, pay attention to the dynamic changes in students' classroom participation, literacy improvement, and aesthetic progress, and change the shortcomings of summative assessment results. In terms of evaluation subjects, integrating teacher evaluation, student self-evaluation, and group peer evaluation can enhance the objectivity and comprehensiveness of evaluation. Through a scientifically sound aesthetic education evaluation mechanism, the diagnostic, motivational, and guiding functions of evaluation are fully utilized to achieve the promotion of learning and beauty through evaluation, and to continuously promote the advanced development of students' aesthetic literacy and comprehensive abilities.

5.5 Strengthen faculty and resource development to consolidate the foundation of teaching implementation

Teacher quality and teaching resources are important supports to ensure the effectiveness of integrated teaching. Schools need to establish a normalized teacher training mechanism, comprehensively enhance the cultural reserves, aesthetic theory literacy, and integrated teaching design ability of sports dance teachers through specialized teaching and research on aesthetic education, special

lectures by renowned teachers, aesthetic education teaching training, and observation of high-quality courses, and create a professional and composite aesthetic education teacher team. The school simultaneously integrates high-quality online and offline teaching resources and constructs a resource library covering dance appreciation materials, cultural knowledge and aesthetic education cases to enrich classroom teaching media. It actively organizes extracurricular activities including campus sports dance performances, aesthetic salons and dance cultural exchange events to expand the scope of classroom aesthetic education, create an integrated aesthetic education environment both inside and outside class, and lay solid resource and environmental foundations for the sustainable development of integrated cultural and aesthetic teaching.

6. Conclusion

This study is based on the policy background of combining aesthetic education and five educations in the new era. Taking the integration and cultivation of sports dance culture connotation and students' aesthetic literacy as the starting point, it systematically explains the internal logic, educational value, and practical difficulties of the integration of the two, and constructs a systematic and practical implementation path for integrated teaching. The following core conclusions are drawn. Firstly, there is a highly coupled intrinsic relationship between the cultural connotation of sports dance and aesthetic literacy. Dance culture is the foundation and source of aesthetic literacy, aesthetic literacy is an important carrier for the inheritance and innovation of dance culture, and aesthetic education is the core guidance for the coordinated development of the two. The three support and complement each other, jointly forming the core logic of sports dance and sports art integration education. Secondly, the current domestic sports dance teaching generally faces practical problems such as utilitarian teaching objectives, single and fragmented course content, rigid teaching methods, lack of aesthetic education evaluation mechanisms, and insufficient teacher aesthetic education capabilities. The traditional skill based teaching model seriously restricts the full release of the cultural value and aesthetic education function of sports dance, and is difficult to meet the educational needs of the new era's literacy education. Finally, the five in one integrated teaching path of "target reshaping content optimization method innovation evaluation improvement resource guarantee" constructed in this study can effectively solve the teaching dilemma of emphasizing skills over beauty and training over education, and promote the transformation of sports dance teaching from a single skill training to a comprehensive education model of cultural immersion, aesthetic cultivation, and character shaping. This path is based on teaching practice, with clear logic and strong operability. It can not only effectively enhance students' understanding of dance culture, aesthetic perception ability, and artistic creation literacy, but also provide scientific theoretical and practical references for the reform of sports dance aesthetic education teaching, curriculum improvement and efficiency enhancement, and the construction of a sports and aesthetic integrated education system in primary and secondary schools and universities.

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