

Analysis of the Path of Ideological and Political Education in College Sports Dance Courses from the Perspective of the Integration of Sports and Education

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Abstract

Promoting the construction of ideological and political education in courses is an important measure to adhere to the socialist orientation in running schools and implement the fundamental task of fostering virtue and nurturing talent. This article aims to effectively leverage the coordinated functions of moral, intellectual, physical, aesthetic and labor education in college sports dance courses, and to earnestly implement the fundamental task of fostering virtue and nurturing talent. Based on the value implications of ideological and political education in college sports dance courses, it first analyzes the key points of ideological and political education in college sports dance courses from the perspective of the integration of sports and education, and then This paper explores and summarizes the ideological and political education paths of college sports dance courses from three aspects: curriculum system, teaching scenarios and collaborative mechanism, aiming to promote the construction of ideological and political education systems in colleges and universities and provide relevant references for “carrying the way through dance and cultivating people through sports”.

Keywords

Integration of physical education and sports; College physical education; Dance course; Ideological and political education; Curriculum-based ideological and political education

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1. Preface

The “Guiding Outline for the Construction of Ideological and Political Education in College Courses” clearly defines the goals, requirements, key contents and teaching systems for the construction of ideological and political education in college courses. It requires that the construction of ideological and political education

in college courses be advanced in a classified manner in accordance with the characteristics of each major, give full play to the educational role of each course, and improve the quality of talent cultivation in colleges and universities. Under the background of the coordinated advancement of “integration of physical education and sports” and “ideological and political education

in courses”, the sports dance courses in colleges and universities shoulder an important mission. They are not only an important carrier for implementing the fundamental task of “cultivating virtue and nurturing talent”, but also a natural platform for permeating ideological and political elements. Therefore, analyzing the ideological and political education path of sports dance courses in colleges and universities has positive practical significance.

2. The Value Implications of Ideological and Political Education in College Sports Dance Courses

2.1. Function of the carrier for the coordinated development of the five aspects of education

Relying on physical education courses, colleges and universities actively carry out dance activities for students. Through physical training, it can help students achieve strong physiques, deepen aesthetic immersion, strengthen collectivism, enhance the connotation of intellectual education, and incorporate the spirit of labor. This not only enables all-round cultivation of students but also gradually forms a collaborative education system that integrates the five aspects of education. College sports dance courses provide a powerful and concrete carrier for the smooth implementation of ideological and political education and lay a foundation for the all-round development of students^[1].

2.2. The function of cultivating cultural confidence

The effective cultivation of students' cultural confidence. Guided by the concept of ideological and political education in courses, actively offering dance courses to students can utilize outstanding dance art works to spread the excellent traditional Chinese culture to them^[2]. For instance, the traditional Chinese dance “Paper Fan Scholar” creatively transforms the “folding fan” technique of Sichuan Opera, bringing the elegant scenes of traditional Chinese life to life on the stage. The dance “Dragon Gate Vajra” fully showcases the grandeur of Dunhuang culture through the organic integration of strength and beauty. Schools actively implement ideological and political education in sports

dance courses, which can help students imperceptibly feel the unique charm and value of China's fine traditional culture, thereby establishing cultural confidence.

2.3. The function of shaping a sound personality

To master dancing well, students need to undergo high-intensity training. During such training, students not only have to constantly overcome their physiological limits but also possess good resilience against setbacks. In a step-by-step process, both students' willpower and their ability to withstand setbacks can be effectively developed^[3]. In addition, group performances also require students to cooperate with each other, which can internalize core qualities such as a sense of responsibility in a gentle and gradual way. In conclusion, by actively implementing ideological and political education in sports dance courses, students' personalities will become more sound.

3. Key Points of Ideological and Political Education in College Sports Dance Courses from the Perspective of the Integration of Sports and Education

3.1. Exploration and transformation of ideological and political elements

In the new historical period, to achieve ideological and political education in sports dance courses, teachers should truly exert their subjective initiative, systematically sort out the red spirit and red events, and organically transform them into narrative themes for dance. This can strengthen students' ideals and beliefs through the body language of dance. Meanwhile, teachers can also strengthen research on “aerospace spirit”, “rural revitalization”, etc., and organically transform them into modern dance movements, which can effectively enhance the timeliness of value education.

3.2. The design of combining explicit and implicit teaching methods

To further effectively implement ideological and political education in courses and achieve all-round cultivation of students, teachers should actively start from both explicit education and implicit infiltration, and actively design teaching methods. For instance, from the perspective of explicit education, teachers should directly explain

the cultural connotations behind dance to students in theoretical classroom activities. From the perspective of implicit infiltration, teachers should be able to flexibly incorporate teamwork awareness and rule awareness, etc. into dance, thereby achieving a subtle influence on students^[4].

3.3. Dual-track support for teaching staff and evaluation mechanisms

Teachers are the key organizers of ideological and political activities in college sports dance courses. Therefore, the improvement of their ideological and political capabilities is of vital importance. Based on this, colleges and universities should regularly carry out interdisciplinary training activities of “dance + ideological and political education” for teachers to effectively enhance their comprehensive educational capabilities. Evaluation is a key carrier for teachers to make dynamic adjustments and optimizations to teaching content, teaching methods, etc. Therefore, teachers should actively build a complete dynamic evaluation system to achieve targeted improvements in teaching quality.

4. Practical Paths for Ideological and Political Education in College Sports Dance Courses from the Perspective of the Integration of Sports and Education

4.1. Reconstruct the curriculum system to achieve a full-chain design of “objectives - content - evaluation”

To further enhance the ideological and political education level of sports dance courses, it is first necessary to reconstruct the curriculum system. In my opinion, the reconstruction of the curriculum system should start from three aspects: objectives, content and evaluation.

4.1.1. Goal reconstruction

The traditional sports dance courses in colleges and universities mainly focus on skills training, which is not conducive to the effective cultivation of students' values. Under the new historical circumstances, the shaping of students' values needs to start from two aspects: knowledge imparting and ability cultivation. Therefore, teachers need to restructure the goals, that

is, scientifically add ideological and political indicators such as social responsibility and cultural identity to the goals, and further enhance the educational value of sports dance courses in colleges and universities. For instance, from the perspective of dance work design, the melody of “Butterfly Lovers” can be actively integrated into standard dance training to effectively cultivate students' cultural confidence and aesthetic ability. In Latin dance teaching, the musical elements of “The Yellow River” can be organically integrated to help students deeply understand the national spirit. From the perspective of competition rule design, teachers can add “collaborative innovation points” to the scoring criteria for group dance, which can effectively cultivate students' collaborative abilities.

4.1.2. Content development

Ideological and political education has a certain degree of abstraction. Therefore, in order to further enhance the effectiveness of ideological and political education in sports dance courses, concrete cases should be actively integrated into the course content. This not only further increases the acceptance of ideological and political elements but also achieves the organic combination of dance education and ideological and political education^[5]. First of all, teachers should strengthen the integration of ethnic elements. For instance, teachers can organically incorporate the variant movements of “three steps and one lift” into samba dance teaching, and during the explanation of these movements, they can also organically permeate the history of cultural exchanges along the “Silk Road”. It not only effectively enriches the connotation of dance movements but also effectively cultivates students' national consciousness. Secondly, teachers should take the initiative to create works with a red theme. For instance, teachers can actively choreograph the modern dance “Yan'an Memories” based on the Yan 'an spirit, and organically express the innovative spirit in the Great Production Movement through modern dance movements. This way of modernizing the red spirit in creation can not only endow dance with spiritual connotations but also ensure the continuous development of the red spirit.

4.1.3. Evaluate innovation

Evaluation is a key means to continuously enhance the

ideological and political education level of sports dance courses. Therefore, teachers should actively innovate evaluation to fully ensure its leading role in ideological and political education of sports dance courses. On the one hand, the focus of the evaluation content should shift from emphasizing “technique” to taking into account the “simultaneous assessment of technique and soul”, that is, to develop specific and observable behavioral performance indicators around the core educational goals of sports dance courses, such as actively reminding teammates of positional deviations during formation changes and maintaining an active trial state after repeated failures. At the same time, establish a growth record tool to systematically collect process evidence that can reflect changes in students’ attitudes, cognition and behaviors; Encourage and guide students to use their growth profiles for self-review and to write phased self-assessment reports, clearly stating their understanding, confusion and growth points regarding specific values. On the other hand, evaluations should be sensitive to subtle changes and potential sprouts. That is, when teachers analyze and evaluate information, they should go beyond the current level positioning of students and pay more attention to their growth trajectory compared to previous performance, the complexity of value thinking, and the consistent improvement of behavioral patterns. In other words, evaluation should align with the gradual and repetitive nature of value internalization, providing students with positive guidance and reserving space for growth.

4.2. Expansion of teaching scenarios: Achieve three-stage interaction of “classroom - practice - society”

At present, sports dance courses in colleges and universities are not only key courses for improving students’ physical fitness, but also important carriers of ideological and political education. Therefore, in the new era, teachers should focus on the practical demands of ideological and political education and the inherent logic of the integration of physical education and education, guided by the educational goal of “carrying virtue through physical education and shaping people through dance”, and actively expand teaching scenarios. This article holds that the expansion of teaching scenarios can be

approached from three perspectives: classroom, practice, and society.

4.2.1. Classroom immersion

Against the backdrop of the continuous development of information technology, when teachers carry out ideological and political education activities in sports dance courses, they should strengthen the application of information technology, effectively create immersive ideological and political scenarios, and further address the problem of strong preaching in traditional classrooms. For instance, when teachers are teaching Latin dance to students, they can utilize VR technology to explain the connection between Latin dance and Caribbean culture, thereby helping students deeply understand the ideological and political connotation that cultural exchanges should respect differences. When teachers teach modern dance to students, they can use VR technology to transform students into virtual characters of “artists”, guiding them to rehearse dance movements from the perspective of these virtual characters. This can help students experience the spiritual outlook of art workers in the revolutionary era in an immersive way, and thereby effectively deepen students’ emotional experience.

4.2.2. Practical tempering

Under the background of the continuous implementation of the task of fostering virtue and nurturing talent, teachers can proactively transform art education organically into social responsibility education and effectively address the problem of “disconnection between knowledge and action” in ideological and political education. For instance, teachers can guide students to choreograph red sports dances based on “red memories” and perform them in the community, thereby effectively integrating dance activities with red education organically. Meanwhile, teachers can also start from the perspective of rural aesthetic education support teaching, guiding students to design “sports dance + intangible cultural heritage” dances for rural children. This can not only help students enhance their cultural identity in the design process, but also effectively disseminate dance skills, enabling rural children to acquire more dance skills. More importantly, in this process, students’ sense of social responsibility can be effectively cultivated.

4.2.3. Event empowerment

Competitions are not only a key vehicle for enhancing students' dance skills, but also an important means of cultivating their sense of rules and ability to withstand pressure. Therefore, teachers should actively achieve empowerment through competitions. For instance, before a dance competition, teachers can explain to students the significance of rule awareness from the perspective of "sportsmanship and competitive ethics". In dance competitions, teachers can evaluate students' dance performances during breaks, which not only helps students adjust their mindset but also imperceptibly cultivates their ability to withstand setbacks. After the dance competition, teachers can actively organize sharing sessions on "From the Competition Stage to Life" to effectively cultivate students' views on winning and losing and gradually help them develop a good growth mindset.

4.3. Collaborative mechanism guarantee: Achieve three-dimensional co-construction of "system - resources - culture"

The collaborative mechanism is a key guarantee for promoting the in-depth integration of dance education and ideological and political education. Therefore, in order to further enhance the ideological and political education effect of college sports dance courses, teachers should actively build a collaborative mechanism. This article holds that the construction of a collaborative mechanism can start from three aspects: system, resources and culture.

4.3.1. Institutional level

departmental barriers to achieve collaborative teaching. Therefore, in the process of carrying out ideological and political education activities in college sports dance courses, it is necessary to strengthen the design of systems to achieve the organic synergy of dance creation, dance teaching and dance evaluation. At the same time, the scientific design of the system can also effectively prevent the misinterpretation of the values of dance movements. For instance, colleges and universities should first formulate the "Guidelines for Ideological and Political Construction in Sports Dance Courses" to organically clarify the responsibilities of each department: The dance department should actively create ideological and political movement

libraries; The School of Marxism should review the accuracy of cultural symbols and can provide theoretical training. The Student Affairs Department should certify social practice credits and organize ideological and political theme competitions. On the basis of clarifying their own responsibilities, each department should actively carry out corresponding teaching activities, which can further promote the organic integration of dance teaching and ideological and political education. Meanwhile, universities can also actively establish a dance ideological and political ethics review committee and, relying on this committee, fully ensure that the design of dance movements adheres to the principle of "public order and good customs".

4.3.2. Resource level

Body movements are important carriers of cultural memory. Therefore, in the process of conducting dance teaching activities, teachers should consciously transform local culture into dance carriers, thereby achieving the dynamic inheritance of local culture. At the same time, this can also effectively make up for the insufficiency of its own dance cultural resources. First of all, teachers should realize the dance-based development of the school's historical resources, that is, by combining the historical materials in the archives, they should distill the dance movements and scientifically design the dance course modules. Secondly, teachers should achieve the educational transformation of intangible cultural heritage resources. For instance, teachers can obtain dance movement videos, oral historical materials, etc. from the intangible cultural heritage center and acquire dance movements from them. On this basis, teachers can simplify the difficulty of the movements and incorporate them into the course combination, including the eight-character circle around money and the step holding umbrella, etc. This can achieve coordination training and posture training for students. On this basis, teachers need to analyze the movements and effectively convey values to students. For instance, the action of "two people striking the money drum together" embodies the spirit of collaboration. The gesture of "holding an umbrella to cover the face and looking back" embodies the reserved aesthetic of the East. In addition, teachers can also take the initiative to cooperate with other subjects. For instance, we can collaborate with the History department

to develop a course on “The History of Red Dance”, which will help students gain a deeper understanding of the connotation and charm of red dance.

4.3.3. Cultural aspect

To effectively incorporate the values of dance symbols into daily life, teachers can actively guide students to design dance movements based on the theme during specific periods. For instance, at the “Beauty of Youth” evening party, teachers can guide students to design the ethnic dance “The Yellow River”: by crawling on the ground, it represents the memory of the nation’s suffering, which can effectively cultivate students’ indomitable national spirit. Or, teachers can also guide students to design slogans for dance studios. For instance, every step has its own rhythm, and every dance has its own soul. This can instill and pass on the Chinese aesthetic spirit to

students.

5. Conclusion

The core essence of education is to promote the all-round development of individuals. It requires not only knowledge and skills but also self-cultivation and wisdom, to become talents with both essential qualities and key abilities. Therefore, in the process of conducting sports dance course activities, teachers should always take education as the orientation, organically combine ideological and political education with dance art, use dance forms to convey the red gene, promote the core socialist values, actively guide students to establish a correct aesthetic view, cultivate students’ noble moral sentiments, and shape students’ pure and beautiful hearts.

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Disclosure statement

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