

Construction of the content system of the sports dance course

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Keywords: Sports dance; curriculum content; system

Abstract: Using literature review and logical analysis, this study focuses on the "five dimensions" curriculum objectives of sports participation, motor skills, physical health, psychological well-being, and social adaptation. It also explores the integration of physical education classroom instruction, student physical fitness assessment and intervention, extracurricular sports and psychological counseling, sports competitions and training, and social sports services within a public physical education curriculum structure. Drawing upon theories from disciplines such as education, psychology, sports science, and sociology, the study identifies dance techniques, motor skills, historical origins, exercise physiology, sports psychology, sports nutrition, stage techniques, learning methods, and social culture as key elements of the curriculum content. Guided by systems theory, a comprehensive framework for physical education dance curriculum content is constructed. The strengths of this framework lie in its emphasis on goal orientation and interdisciplinary integration.

1. Preface

As a kind of sport with both athleticism and artistry, sport dance has been popular among the masses since it was introduced to China from the West. In the 21st century, sports dance has entered school sports from the field of social sports and become a public sports course in the curriculum system of higher education. As an emerging sports activity, sports dance has a relatively short history in terms of curriculum development and growth. The curriculum lacks scientific and systematic content, with no unified standards or norms. Particularly, the content structure of the curriculum is monotonous and lacks depth, heavily focused on technical and skill training^[1]. This approach fails to fully utilize the comprehensive educational role of sports dance and does not align with the current requirements of national physical and aesthetic education in schools, as well as talent cultivation. It cannot adapt to the high-quality development of higher education or meet the developmental needs of college students in the new era. Therefore, this study aims to select and arrange the course content through theoretical discussion and effective construction, to build a scientific, systematic and adaptive to the needs of the learners, to promote the construction of physical and mental health, artistic cultivation, and the comprehensive development of social interaction ability of the students.

2. Relevant theoretical studies

2.1 Concept of Sports Dance Curriculum Content

Curriculum content refers to the learning contents, methods and approaches covered in the process of curriculum implementation. It is a collection of teaching contents and learning activities that have been developed through theoretical research and practical summarization to achieve curriculum objectives and meet students' needs ^[2]. The content of the sports dance curriculum is a selection of disciplinary knowledge, experiences and methods to develop students' skills and literacy in the field of sports dances, including the development and practice of basic dance movements and techniques, dance styles and performance skills, dance creativity and expressive skills, as well as the understanding and appreciation of the art of dance, its cultural contexts, and its historical development. It also focuses on the cultivation of students' physical fitness and health consciousness, teamwork and social skills, sensory experience and emotional expression. In conclusion, the content of the sports dance program is designed to provide students with opportunities for the all-around development of their physical fitness, dance skills, art appreciation, social interaction skills, as well as emotional awareness and expression. These contents will help students realize their potential and development in the field of sport dance, enhance their comprehensive quality, and lay a good foundation for their future study, work and life.

2.2 Theoretical basis for system construction

The construction of the system of physical education and dance curriculum content needs to be based on the theories of many disciplines such as pedagogy, psychology, physical education and sociology. These theories involve the principles and methods of curriculum, teaching, physical activity, and the realization of individual and social development. They provide methodological guidance and theoretical support for the design and implementation of the content of the physical education and dance curriculum to ensure the scientific, systematic, and effective nature of the curriculum content system.

2.2.1 Pedagogy

Theoretical research in education focuses on the study of curriculum, teaching, and their principles, with a particular emphasis on the cognitive, emotional, and behavioral development of students. These educational theories provide guiding principles for the construction of the physical education dance curriculum content framework. They offer theoretical foundations and decision-making support for setting curriculum objectives, selecting content, designing framework, and evaluating the curriculum implementation. For example, Tyler's three-component model of "Objectives-Content-Assessment" suggests that clarifying the objectives of the program, selecting relevant content, and designing assessment methods can establish a complete curriculum framework for sports dance. The Multiple Intelligence theory suggests that students have different talents and strengths in different areas of intelligence. When selecting the content of the sports dance curriculum, consideration can be given to designing diversified learning tasks and assessment methods to stimulate the development of students' intelligence in various areas and to promote all-around growth. Therefore, contexts and activities can be created in the Dance for Physical Education curriculum content to encourage students to actively participate in Dance for Physical Education movement practices and to collaborate with others, so as to promote students' construction and understanding of dance knowledge, skills and expressions.

2.2.2 Psychology

Psychology studies human cognition, emotion, behavior and other psychological processes, and the most direct revelation for the construction of the content system of physical education dance courses lies in the consideration of individual differences - the individual differences in students' cognition, emotion, motivation and learning styles are incorporated into the design of the course content to ensure that the content system can meet the needs of different students. The second is to recognize the progressive nature of individual student knowledge and skill development. Generally speaking, individual growth needs to be built based on gradual and progressive development^[3]. In the construction of the content system of the physical education dance curriculum, it is necessary to provide areas of knowledge and skills that can be progressively deepened according to the basic situation, learning stage and ability level of the students, to help the students gradually improve and steadily master the relevant skills in the process of learning. Next it is to build a coherent course structure and provide an efficient learning experience^[4]. By ensuring articulation and coherence between course content, students are helped to better understand and apply the knowledge and skills they learn. This can include integrating pre- and post-relevant content, designing project-based learning tasks, and ensuring that learning objectives and assessments are matched at each stage. In addition, psychological research has shown that diverse learning experiences help to stimulate student interest, increase engagement, and promote deeper learning^[5]. Therefore, physical education and dance programs need diverse learning paths, design rich practice content, and provide different learning experiences and learning styles.

2.2.3 Physical Education

Theories of sports science provide research results and theoretical support on physical activities, motor skills and physical quality, which play an important role in supporting and promoting the construction of the content system of sports dance courses. It mainly includes the following three aspects: First, the theoretical support of sports science. Kinesiology contains the theoretical research of sports science, which can provide a scientific basis for the selection of sports dance course content. Through research in the fields of exercise physiology, exercise psychology, exercise biomechanics, etc., kinesiology can elucidate the characteristics and requirements of sports dance movement, support the design and adjustment of course content, and ensure that the content system conforms to the scientific principles and logic of the discipline. Secondly, it suggests the rule of sports skills development. Kinesiology is committed to researching and cultivating the development of athletes' sports skills. In the construction of the content system of sports dance courses, kinesiology provides the theoretical basis for the classification, learning stages and gradual development of sports skills, as well as the development model about sports skills to ensure that the sports skills of sports dance are constructed in an orderly manner according to the level from basic to advanced. Thirdly, it provides scientific methods for sports training. Kinesiology researches and explores a variety of sports training methods and strategies, which can also be applied to the construction of the content system of sports dance courses. Through the training principles and methods demonstrated in kinesiology, a scientific and reasonable arrangement of the content of the sports dance course is formulated, including the use of sports skills, the cultivation of basic physical qualities, and the training of mental qualities and sports psychology, to promote the comprehensive improvement of the learners' sports dance level.

2.2.4 Sociology

In the construction of the content system of sports dance courses, the role of sociology is not only to highlight the artistry and culture of sports dance, but also to connect dance with society, to

promote the comprehensive integration of social awareness, social interaction and social participation based on sport dance, and to cultivate students' humanistic qualities and social responsibility in the field of dance. Sports dance is a form of artistic expression with social and cultural background. Through the perspective of sociology, it can firstly help students to understand the forms and meanings of dance in different cultural contexts, broaden their horizons, and cultivate cross-cultural awareness and feelings. Secondly, it is social skill cultivation. Sports dance usually requires teamwork and collaborative participation. Sociological research can provide theoretical and practical guidance on teamwork and social interaction. Introducing teamwork training and activities in the course content develops students' collaborative abilities, communication skills and collective consciousness, enabling them to better integrate into the team and develop good social relationships. The third is self-expression and identity. Sociological research reveals the interaction between individuals and society and the process of identity construction. Therefore, the physical education dance program can bring into play the influence of physical education dance on individual identity by providing students with opportunities to express themselves, display their individuality and shape their identities, thus developing students' expressiveness, shaping positive and healthy role perceptions, facilitating thinking about the relationship between the individual and the community, and helping students to better understand their own positions and roles in a group, and to cultivate self-confidence and self-identity. The fourth is to create social sharing and community participation. As a social and mass activity, physical dance can promote social sharing and community participation, and stimulate students' interest in mass sports participation and social service. The course content should fully reflect the social functions of dance performances and community activities that can interact with others, share and spread the fun and beauty of dance, and promote social development.

2.2.5 Systematics

System theory emphasizes the interrelationships among elements, including wholeness, systematicity, self-regulation and adaptability of the system, and feedback and improvement. Based on system theory, it helps to deeply understand the hierarchical and interrelated nature of the content of the physical education dance curriculum, so as to better construct the content system. The content elements of the physical education dance curriculum can be regarded as key components that constitute a complex system, and each element is a part of the system, which intertwines and influences each other to form a holistic system. For example, physical fitness training provides a physiological foundation for dance expression and creation, the study of artistic and cultural literacy also affects students' understanding and creativity in dance expression and creation, and the cultivation of teamwork and socialization skills enhances the effectiveness of students' cooperation and the degree of tacit understanding between dancers in dance performance. All of these reflect the relationship between the elements that influence each other. At the same time, the combination of the elements together forms a holistic and systematic structure, and the elements interact with each other to jointly realize the overall objectives and training requirements of the curriculum. For example, the enhancement of physical training is applied through dance expression and creation, and the study of artistic and cultural literacy provides the background and inspiration for students' dance expression. In addition, the elements in turn show self-regulation and adaptability in the process of operation. For example, when students encounter challenges in dance expression and creation, they can respond by adjusting and improving their physical training to enhance their skills and abilities. Finally, system theory also emphasizes the role of feedback in the system. For the construction of sports dance curriculum, teaching results can be used as feedback information, which becomes an important basis for the evaluation and improvement of course content and teaching methods. Through feedback, the design and implementation effect of the sports dance

course content can be continuously optimized, which provides a mechanical guarantee for the continuous improvement of the system.

3. Sports dance course content system construction

3.1 Construction steps and ideas

The relevant theories in education, psychology, sports science, sociology, and systems theory provide logical, systematic, and scientific steps for constructing the physical education dance curriculum content framework. The steps for constructing the curriculum content framework for physical education dance are as follows: 1) Determining curriculum objectives, 2) Analyzing the target population and student characteristics, 3) Identifying key elements of the curriculum content, 4) Designing curriculum structure and hierarchy, and 5) Implementing and evaluating the curriculum (Figure 1). The curriculum objectives are the foundation that guides the development of the subsequent steps. Analyzing the characteristics of target groups and students helps to better understand the needs and backgrounds of the students, and thus to identify the content elements of the curriculum that are appropriate for them. Curriculum content elements are central to the construction of curriculum content and involve subject knowledge, experiences, methods and pathways. The curriculum content structure and levels are designed according to the curriculum objectives and student characteristics to ensure the orderly progression of the content and the effective realization of the curriculum objectives. The implementation and assessment stage provides results and feedback on the implementation of the curriculum and ultimately feeds back into the other stages.

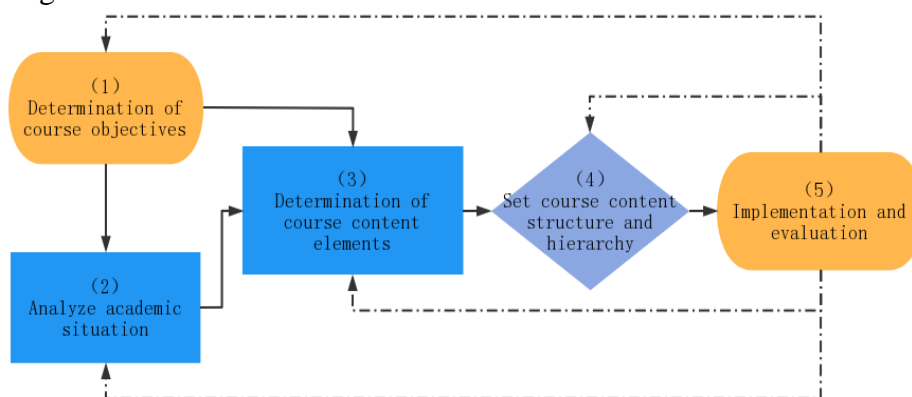


Figure 1: Schematic diagram of the steps of constructing the content system of the sports dance curriculum

3.2 Objectives of the sports dance course

The Teaching Guidelines for Physical Education Courses in National Ordinary Schools of Higher Education (hereinafter referred to as the Outline) stipulates that the objectives of the university physical education program are divided into five dimensions, which are: sports participation, motor skills, physical health, mental health and social adaptation. The objectives of the physical education and dance curriculum are based on the overall framework and requirements of the objectives of the university physical education curriculum, and continue the basic principles and concepts of the objectives of the university physical education curriculum, while at the same time possessing the characteristics and needs of the physical education and dance program (Table 1), which are interconnected and supportive of each other, and work together to promote the comprehensive development of students.

Table 1: List of Sports Dance Program Objectives

Target area	fundamental objective	development objective
Campaign participation	Actively participate in various sports and dance activities and basically form the habit of exercising consciously. Basically form the consciousness of lifelong sports, be able to prepare a feasible personal exercise plan, and have the ability to appreciate sports culture.	Form good physical dance exercise habits and be able to formulate fitness exercise prescriptions applicable to their own needs. Have a high cultural literacy and viewing level of sports dance.
motor skill	To master the basic methods and skills of sports dance, including pace, rhythm and accurate expression of dance movements. To be able to improve the technical level of sports dance through scientific training methods.	Actively improve dance technique, develop personal dance talents, and achieve a certain level of dancers. Participate in challenging competitive sports dance competitions.
wellness	Be able to assess and improve their physical fitness and dance ability. Understand and make healthy dietary and nutritional choices appropriate for dance.	Be able to choose a good dance environment to improve your overall physical and dance ability. Develop a strong body with good physical fitness.
mental health	Through participating in physical dance activities, they can improve their psychological state and develop a positive and optimistic attitude towards life. Learning to use appropriate methods to regulate emotions and enjoying the fun and sense of success brought about by dance.	Demonstrate bravery and tenacity in a challenging dance environment.
social adaptation	To develop an ethical and cooperative approach to dance in sport.	Form good behavior, care for and actively participate in community dances.

3.3 Characteristics of university student groups

Contemporary university students have diverse backgrounds, cultures, interests, and experiences, which contribute to their individual characteristics in terms of thinking styles, ideologies, and interests. They may come from different regions, ethnic groups, and countries, with varying social, economic, and educational backgrounds. This diversity highlights the varied nature of the student population. These students place a strong emphasis on autonomous learning and individual freedom. They tend to actively seek out learning resources and opportunities, driven by their personal interests and career development. They strive for self-realization and the fulfillment of their individual values. While personal development is a priority, contemporary university students also recognize the importance of teamwork and social skills. They attach importance to teamwork and collaboration in their study and life, are willing to participate in social activities and clubs, and are more interested in cultivating interpersonal relationships and communication skills. Thus, with the development of globalization, contemporary college students have stronger intercultural communication skills and global awareness, pay attention to international affairs and global issues, and can actively participate in a variety of exchange programs and volunteer activities to accumulate practical learning experience. These characteristics have a direct impact on students' acceptance of different course contents and learning effects. By arranging course content according to the characteristics of the student group, personalized teaching, contextualized learning and targeted support in course implementation can be better achieved, thus improving the effectiveness of education.

3.4 Course content elements

Curriculum content elements are the key skills, topics, knowledge, concepts or areas covered in the design of the curriculum content to achieve the educational objectives as the core of what

students need to learn and master, and through the systematic selection and organization of these elements, to stimulate students' motivation and interest in learning, to help them build a solid foundation in the subject matter and to develop their disciplinary and interdisciplinary competencies. The key skills in the curriculum content elements are specific skills that students need to develop and apply. These skills can be discipline-related, such as body control in physical dance, technique in dance movement, and rhythmic control of movement; they can also be interdisciplinary, such as communication skills, problem-solving skills, and critical thinking. The development of key skills helps students to succeed in social life and professional practice. Themes are essential components of curriculum content elements and represent the core concepts of a specific subject area or domain. For example, themes in a physical dance program can be various dance genres, including Latin and Modern dance, their origins, development, and styles, or various dance elements, including costumes, music, space, and mood. Themes help students gain a deeper understanding of a particular area and build a structure of knowledge about the discipline. Knowledge and concepts cover the core knowledge and underlying theories of the discipline. For example, in a physical education dance program, core concepts may involve knowledge of disciplines such as athletic training, exercise physiology, exercise psychology, exercise biochemistry, nutrition, health, humanities, and society. By learning and mastering the knowledge and concepts, students are able to gain an in-depth understanding of the discipline of sports dance. In addition to embodying the subject knowledge itself, the content elements of the program should also provide the application methods and processes corresponding to the knowledge. For example, sports dance not only requires students to have basic knowledge of dance etiquette, but also interpersonal skills that can be applied to practical scenarios. In order to implement the concept of lifelong sports, the methods and strategies of developing exercise prescriptions based on physical dance are also essential. In addition, the content elements of the curriculum should also reflect the practical activities such as dance, competition and performance to meet the needs of students and society. In conclusion, sports dance is a comprehensive discipline with sports as the core and covering multiple subject areas. Combined with the curriculum goal of comprehensive education, its content elements emphasize the integration of theory and practice, involving dance skills, sports quality, historical origins, sports physiology, sports psychology, sports nutrition, learning methods, stage technology, social culture and many other contents (Table 2), which is an indispensable material carrier to ensure the full implementation of the curriculum goals.

Table 2: List of Content Elements of the Sports Dance Program

Content elements	concrete content
Dance Technique	Technique, posture, expression, rhythm, movement, elevation, jumping, rotation, support
quality of movement	Flexibility, strength, endurance, agility, coordination, balance, speed, reaction
historical origin	Dance type, origin, evolution, region, meaning
exercise physiology	Cardiopulmonary function, muscle status, skeletal structure, energy metabolism, exercise adaptation, load control, physiological regulation, exercise mechanisms
sports psychology	Motivation, Emotion Regulation, Stress Management, Mind Flow State, Self-Awareness, Consciousness Management, Race Psychology
sports nutrition	Exercise diet, energy intake, nutritional balance, hydration, protein, carbohydrates, fats, vitamins, minerals
stage technology	Ballroom dance specifications, makeup styling, costumes and props, choreography, stage sets, sound conditioning, lighting setups
learning methodology	Planning, movement imitation, skill practice, movement correction, self-evaluation, feedback and adjustment
sociocultural	Social roles, cultural heritage, social cognition, dance rituals, cultural exchange, social expression, cultural evolution

3.5 Design the course structure and hierarchy

Some of the content elements of the sports dance curriculum can be taught directly through classroom instruction, while others cannot be taught directly but require more practice and experience to develop. Research has demonstrated that the combination of instruction and practice can facilitate students' deeper understanding and application of content elements. For example, experiential learning theory suggests that knowledge is acquired through experience and participation in learning-related activities^[5]. In the learning process of physical dance, students need to experience the elements of movement, posture, and performance in order to truly understand and master dance skills. As another example, constructivist learning theory emphasizes that students build their own knowledge systems and learning environments through active participation and the construction of meaning^[6]. This prompts us to pay attention to the fact that the improvement of students' dance level may originate from the inspiration of teachers and peers, but ultimately requires self-reflection and self-adjustment in practice. In addition, contextual learning emphasizes that: learning should take place in a realistic environment, related to practical application scenarios^[7]. Sports dance is highly competitive and performative, and in the real-life scenarios of competition and performance, dancers tend to better understand the key points of dance technique and performance, thus deepening their knowledge of dance. Finally, social learning theory holds that learning is a process in social interaction^[8]. Undoubtedly, students participate in sport dance mainly through observation, imitation and cooperative learning, keeping interaction with teachers as well as peers to obtain richer dance skills and more perfect performance.

In addition to the theoretical research perspective, in recent years, the State has also pointed out the direction for the construction of university physical education programs. The Teaching Guidelines for Physical Education Courses in National Ordinary Schools of Higher Education explicitly require that "purposeful, planned and organized extracurricular physical exercise, off-campus activities and sports training be incorporated into the physical education curriculum, so as to form a curriculum structure that is organically linked both inside and outside of the classroom and the school." The National Physical Fitness Standards for Students (hereinafter referred to as "the Standards") state: "The Standards are a fundamental guiding document for the work of school education in the country and a basic standard for the quality of education, and are an important basis for evaluating the comprehensive quality of students, assessing the work of schools and measuring the development of education in various regions."

To summarize, the "five-in-one" course content structure combining public physical education classroom teaching, students' physical health assessment and intervention, extracurricular physical exercise and psychological counseling, sports competitions and sports training, and social sports services is the mainstream direction of university physical education course content construction. As an important part of university physical education, physical education dance should follow the general requirements of "five-in-one" to build the content system of physical education dance courses (Figure 2). First of all, classroom teaching is the foundation of physical education dance course content. Students learn and master the basic dance skills, movements and basic knowledge through classroom teaching, which completes the subject knowledge reserve for the implementation of other course contents. Secondly, students' physical fitness assessment and intervention is the necessary content of the physical education dance program. Through physical health assessment, students' physical quality and health status are scientifically evaluated, and corresponding intervention measures are formulated in combination with physical education dance to improve students' physical quality and promote their healthy development. Thirdly, extracurricular physical exercise and psychological guidance are key components of the content of the physical education dance program. Taking extracurricular physical exercise of physical education dance as a medium

to help students effectively deal with stress and emotional problems is an important way to bring into play the heart-healthy function of physical education dance and promote students' mental health. Fourth, sports competitions and sports training are an important expansion of the content of the physical education dance program. By participating in various dance competitions and performances, it can not only further improve students' dance technique and competitive level, but also help to cultivate students' sense of competition and collaboration and improve their social adaptability. Finally, social sports service is an important supplement to the content of the physical education dance program. By participating in dance performances and instruction in community and public activities and providing dance art services to the public, students can not only show their talents, but also promote the culture of sports dance, clarify their social roles, and enhance their social cognition.

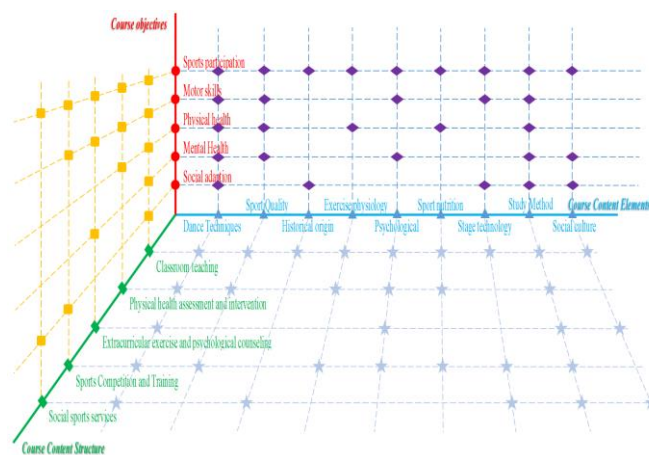


Figure 2: Schematic diagram of the content system of the sports dance program

4. Results and Discussion

4.1 Strengths and recommendations for improvement

4.1.1 Advantages of the Sports dance Curriculum Content System

Sports dance, as a comprehensive discipline, the course content system covers a variety of disciplines, including kinesiology, choreography, exercise physiology, exercise psychology, nutrition, etc. The organic integration of sports dance with art, social sciences, and natural sciences not only facilitates students' comprehensive understanding of the essence and connotation of sports dance but also helps them apply knowledge and skills from different disciplines, develop their comprehensive qualities, and enhance their problem-solving abilities and interdisciplinary skills.

In addition, it highlights the goal orientation: In addition, highlighting the advantages of goal orientation has two meanings: First, the course content system emphasizes students' skill acquisition. Because the construction of the course content system is mainly centered on classroom teaching and technical content, it increases the opportunities for students to practically participate, experience postures, and express movements, so that students can better understand and acquire the skills of physical education dance, as well as laying a foundation of skills for a comprehensive experience of the physical education dance curriculum. Secondly, the curriculum content system attaches importance to sports practice and emphasizes the attention and feedback to the needs of students and the society. The health, cultural and social elements of the system, including methods and strategies for developing exercise prescriptions based on physical education dance, dance etiquette, interpersonal communication and social services, aim to cultivate lifelong physical education

awareness, implement lifelong physical education concepts, and promote the maintenance of good physical education and exercise habits in daily life to sustain a healthy lifestyle.

In conclusion, the construction of the curriculum system for sports dance contributes to the development of students' comprehensive qualities and helps them become outstanding sports dance professionals with a sense of social responsibility and innovation ability. The interdisciplinary integration and goal-oriented nature of this system make the curriculum reform in the field of sports dance more scientific, providing effective support for talent cultivation in higher education institutions.

4.1.2 Possible problems and suggestions for improvement

The following problems may exist in the content system of the physical education dance curriculum: first, balancing the difficulty. As a comprehensive discipline, sport dance involves a wide range of subject knowledge and skills, and the difficulty of different content elements needs to be balanced to ensure students' learning effectiveness. Second, practice opportunities. Practice is crucial in sports dance, but sometimes schools have limited resources, which may restrict students' opportunities to participate in practice activities, making it difficult to implement the practice content. Third, teachers' strength: The current level of physical education dance teachers is difficult to meet the curriculum development and students' needs, which may restrict the course content from having the desired effect.

Suggestions for improvement: First, we need to optimize the driving force within the system. For example, in the screening of course content elements, content elements of different difficulty levels should be further refined according to the learning levels and interests of students, so as to meet the learning needs of different students. Second, we need to enhance the synergy outside the system. For example, measures are taken to expand students' practice opportunities, integrate sport dance resources inside and outside the school, promote school-enterprise cooperation, and provide more practical activities for dance performance and instruction. It can also strengthen the construction of physical education dance faculty and improve the level and effectiveness of teachers in implementing course content in teaching.

4.2 Effectiveness evaluation

4.2.1 Evaluation of academic performance and feedback

Student academic performance is a visual assessment indicator of student participation in each elemental area of the physical education and dance course content through exams, assignments, and program outcomes. In addition, periodic student evaluation questionnaires can be used to understand students' preferences, interests, and self-assessment of the program. Through students' academic performance and feedback evaluations, it is possible to get an initial idea of the overall effectiveness of the course content system obtained at the endpoint of course implementation.

4.2.2 Observe and record the teaching practices

Practice is a core component of the sports dance program. Through a variety of teaching supervision and teaching and research activities, observing and recording the performance of teachers and students in teaching practice can provide a more direct understanding of the application of course content elements. At the same time, daily communication with teachers and students should be strengthened, and data should be collected through classroom observation, practical demonstrations, and practical assignments to gain an in-depth understanding of the implementation of course content and teaching effectiveness.

4.3 Future research directions and perspectives

4.3.1 Further improve and optimize the content system of sports dance courses

The field of sports dance is constantly evolving, and in the future, it will be necessary to continuously improve and optimize the course content system according to the development of the times and the progress of the discipline, so as to maintain its timeliness and effectiveness.

4.3.2 Explore directions and priorities for the expansion of related research

In the field of sports dance, there are many other research directions worth exploring, such as dance technology innovation, dance teaching method improvement, sport dance and mental health. In the future, research can be focused on these directions to further promote the development of the sport dance program.

5. Conclusion

Based on the theories of pedagogy, psychology, kinesiology and sociology, the content system of the physical education dance curriculum is constructed with the curriculum objectives of sports participation, sports skills, physical health, mental health and social adaptation, highlighting the characteristics of goal orientation and interdisciplinary integration, and aiming to provide students with opportunities for all-round development and individualized learning. By organically integrating the content elements of dance skills, movement quality, historical origins, exercise physiology, exercise psychology, exercise nutrition, stage techniques, learning methods, and social culture under the guidance of system theory, the program not only strengthens students' physical dance skills, enhances their physical health and mental health, but also promotes the cultivation of their social adaptability. Diversified learning opportunities and curriculum content integrating theory and practice enable students to develop comprehensively in different scenarios and better adapt to the needs and challenges of society. Of course, the construction of physical education dance curriculum content system is a process of continuous improvement and optimization, which requires the joint efforts of teachers as well as educational researchers to promote the scientific development of physical education dance curriculum, to give full play to the comprehensive parenting function of physical education, and to make a positive contribution to the comprehensive quality enhancement and all-round development of students.

Acknowledgement

Project: Philosophy and Social Science Research Project of Jiangsu Province: Research on the Construction of Content System of Physical Sport Option Course in General Universities (No.: 2020SJA2137).

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