

Research on the inheritance of the Olympic spirit in the sports dance course from the perspective of ideology and politics

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Abstract: This paper discusses the integration of the Olympic spirit into the sports dance course, through the course to promote students' all-round development, enhance teamwork and social skills, and promote the spirit of sports ethics and fair competition. This paper points out the ideological and political limitations of the current sports dance curriculum, and puts forward the strategies of innovating the teaching content and mode, improving teachers' quality, paying attention to students' differences and improving the evaluation mechanism, so as to realize the effective inheritance and promotion of the Olympic spirit in the sports dance curriculum.

1. The background of the integration of the Olympic spirit and the ideological and political curriculum

The Olympic spirit, which is a profound cultural heritage derived from the Olympic Games in ancient Greece, after thousands of years of inheritance and development, has gone beyond the scope of sports competition and become a global common spiritual wealth. It is not only the belief support for athletes to pursue excellence and climb new heights, but also an important symbol of the common pursuit of peace, friendship and progress of all mankind. In today's deepening globalization, the concept of "higher, faster, stronger and more united" advocated by the Olympic spirit has become a bridge connecting different countries and regions and promoting cultural exchanges and understanding.

At the same time, with the deepening of China's higher education reform, curriculum ideological and political education, as a new requirement of the party and the country in the new period for college education, has become an important direction of college education and teaching reform. The ideological and political education of the course emphasizes that the ideological and political education runs through the teaching of various courses, realizing the organic combination of knowledge transmission and value guidance, and aiming to cultivate the socialist builders and successors with the all-round development of morality, intelligence, physique, beauty and labor ^[1]. The proposal of this educational concept is not only a breakthrough and innovation of the traditional teaching mode, but also a profound grasp and practice of the goal of talent training in the new era.

In this context, integrating the Olympic spirit into the sports dance curriculum is not only the in-depth practice of the ideological and political concepts of the curriculum, but also the enrichment and expansion of the connotation of the sports dance curriculum. As a sport integrating art, sports and culture, its unique performance and competitive characteristics provide a broad space for the inheritance of the Olympic spirit. By combining the Olympic spirit and sports dance course, not only can let students in the technical action, enhance the level of movement at the same time, understand the connotation and value of the Olympic spirit, more in the osmosis to cultivate students' sense of fair competition, the unity and cooperation spirit and international cultural vision, lay a solid foundation for their all-round development.

Therefore, the integration of the Olympic spirit with the ideological and political development of the curriculum is not only an inevitable requirement to respond to the national education policy and promote the reform of higher education, but also an effective way to improve the teaching quality of the sports dance course and promote the all-round development of students. In this process, colleges and universities should give full play to their own educational resources and cultural advantages, actively explore the integration paths and strategies suitable for their own characteristics, and contribute to the inheritance and development of the Olympic spirit in the dancesport courses.

2. The inheritance value of the Olympic spirit in sports dance courses

2.1. Promote students' all-round development

The integration of ideological and political Olympic spirit of sports dance courses is not only an innovation of educational concept, but also a far-reaching promotion for students' all-round development. This comprehensive development covers the growth and progress of students at many physical, mental, social and spiritual levels.

2.1.1. Leap of physical quality and skills

As a kind of sports integrating strength, speed and coordination, the training process itself is a comprehensive exercise of students' physical quality. Through continuous training, students' muscle strength, endurance, flexibility and balance will be significantly improved. At the same time, in the process of mastering various dance skills and performance styles, students' sports skills and stage performance will also be greatly improved. This double improvement of physical quality and skills has laid a solid physical foundation for students' future study, work and life.

2.1.2. The tempering of psychological quality

The spirit of perseverance and courage advocated by the Olympic spirit is vividly reflected in the sports dance movement. In the process of participating in sports dance, students need to face various technical problems, bear the pressure of performance, and experience all kinds of uncertainties in the competition. These challenges not only test students' professional skills, but also invisibly temper their psychological quality. In the process of overcoming the difficulties, students will gradually learn how to adjust their mentality, keep calm, and be decisive, so as to form a good ability to resist pressure and psychological resilience. The sharpening and growth of this psychological quality will have a profound impact on the students' future personal development and career.

2.1.3. Improvement of aesthetic ability

The artistry and sports nature of sports dance make it an excellent carrier of participating in,

creating beauty and appreciating beauty. Everyone involved can not only appreciate a variety of beautiful body movements and artistic modeling, but also improve their aesthetic ability and artistic accomplishment through personal experience and practice. In the continuous practice, the students learn to use body language to express emotions, convey information, and show your personality and charm in the appropriate music accompaniment. The improvement of aesthetic ability and artistic accomplishment not only enriches the students' spiritual world, but also provides more possibilities for their future development in the field of culture and art.

2.1.4. Cultivation of innovative thinking

In the long-term learning of sports dance, students constantly understand new dance elements, try new ways of performance, and create new dance works, which is a kind of innovative thinking and problem-solving ability exercise. In this process, students need to learn to draw inferences from one example, dare to try, have the courage to explore, and constantly break through themselves, beyond themselves. Each time they create new knowledge and accept new knowledge will help students grow in the field of sports dance, and will also provide ideological motivation and experience support for their future study and work.

2.2. Enhance teamwork and social skills

In the study and practice of sports dance courses, the Olympic spirit not only stimulates students' pursuit of excellent skills, but also cultivates their teamwork ability and social skills, which lays a solid foundation for the improvement of students' comprehensive quality.

2.2.1. Deepening of teamwork

The performance form of dancesport is mainly double and group, and teamwork is the key to success. Every movement and every turn requires the precise cooperation and tacit understanding between the dance partners. This high degree of cooperation requires students to constantly adapt in the daily training, learn to listen, understand and adapt to each other, in order to achieve a harmony and unity of action. This process not only improves students' dance skills, but more importantly, develops their teamwork ability. Students learn how to find their own position in the team, how to communicate effectively with others, and how to face challenges and solve problems together. This spirit of teamwork spirit is not limited to the dance stage, but also will accompany their future career and life path, and become their precious wealth.

2.2.2. Expansion of social skills

Sports dance, course learning provides a broad social platform for students, who can not only communicate with students from the same major, but also have the opportunity to meet friends from other majors and different backgrounds. Common interests and value pursuits are easy to break through social barriers and get closer to each other. A light artistic atmosphere and warm physical activity can help to form a good social situation, reduce negative emotions, and promote interpersonal communication. In addition, various dance competitions and communication activities have also broadened students' international horizons, and have the opportunity to compete and interact with dancers from different regions and cultures, and promote the development of cross-cultural, cognitive and communication skills. In the future of social life, these abilities will become an important tool for them to deal with complex interpersonal relationships and expand their international business.

2.3. Promote sportsmanship and the spirit of fair competition

Carrying forward the spirit of sports ethics and the spirit of fair competition is not only an important goal of education, but also a key link to cultivate students' noble character and social responsibility.

2.3.1. In-depth practice of physical ethics education

Sportsmanship, as one of the core of the Olympic spirit, includes the principles of respecting opponents, abiding by rules, honest competition and so on. In the teaching of sports dance courses, these principles are given concrete forms of practice. First of all, teachers will let students know what sports ethics is and its importance to personal growth and social progress through classroom explanations and case analysis. In the process of practicing, performing and watching, students will gradually develop the good habit of respecting others, honesty and trustworthiness. For example, in a pas de deux or a group dance, students need to trust each other and cooperate tacitly, which in itself is the best interpretation of the spirit of "respect and cooperation" in sportsmanship.

2.3.2. Establish a sense of fair competition

Fair competition is the essence of the Olympic spirit and the basic principle in dancesport competition. The cultivation of fair competition consciousness runs through the teaching of sports dance. From daily practice to club activities, and then to formal competitions, the main form of sports dance is not only the breakthrough under their own efforts, but also the competition. Competition with the rivals, not only let the students deeply understand the fierce and cruel competition, but also let the students feel the power and charm of fair competition.

2.3.3. Dialectical unity of sportsmanship and fair competition

Sportsmanship and fair competition often complement each other. On the one hand, sportsmanship provides a solid moral foundation for fair competition, allowing students to maintain a good attitude and demeanor in the competition; on the other hand, fair competition is the best test of sportsmanship, allowing students to consolidate and deepen the understanding and recognition of sportsmanship in practice. In the environment where sports dance competes on the same stage, athletes not only need to have superb technical level and perfect performance ability, but also need to have good sports ethics, respect for referees, for opponents, respect for spectators, and abide by the rules of the competition. The mutual respect of athletes, competitive opponents, judges and spectators, and jointly create a fair competition environment, are the important factors that ultimately determine the performance of athletes' competition performance.

3. Problems faced by the Olympic spirit in the inheritance of dancesport courses

When exploring the inheritance path of the Olympic spirit in the dancesport course, we have to face up to a series of existing challenges and problems, which directly restrict the in-depth infiltration and effective inheritance of the Olympic spirit in the dancesport teaching.

3.1. Limitations of teaching content and mode

First of all, the setting of teaching content often focuses on the accuracy of technical movements and the cultivation of performance skills, while ignoring the integration of the Olympic spirit, an important ideological and political element. Sports dance course teaching content often around the

basic pace, combination action, style, etc, although the content is essential, but too much emphasis on technical training, easy to lead to the students in the process of learning "light", ignored the Olympic spirit of deep cultural connotation of learning and understanding. In addition, the simplification of the teaching mode is also a big problem. The traditional teaching mode of "teacher demonstration—student imitation" is difficult to stimulate students' initiative and creativity, which makes the inheritance of the Olympic spirit become passive and mechanical.

3.2. Deficiency of teacher quality and teaching methods

Teachers are the key force to inherit the Olympic spirit, but some sports dance teachers have deficiencies in ideological and political literacy and teaching methods.^[2] On the one hand, some teachers do not understand the Olympic spirit deeply enough to accurately impart its essence to the students; on the other hand, the single and rigid teaching methods also limit the effective inheritance of the Olympic spirit in sports dance courses. The lack of vivid and interesting cases, interactive discussion and situational simulation and other teaching methods make students feel the Olympic spirit of learning boring, difficult to resonate and identify.

3.3. Differences between students' cognition and interest

Students have differences in cognitive level and interests, which is also an important factor affecting the inheritance effect of the Olympic spirit in sports dance courses. Some students may lack of understanding or interest in the Olympic spirit, which leads to their lack of enthusiasm and initiative in the learning process. At the same time, due to the certain professional and technical threshold of sports dance courses, some students are likely to feel frustrated when they encounter difficulties in learning technical movements, which will affect their acceptance and recognition of ideological and political content such as the Olympic spirit.

3.4. Imperfect evaluation mechanism

The existing evaluation mechanism of sports dance courses often focuses on the evaluation of technical movements and performance effects, while ignoring the evaluation of students' ideological and political accomplishment and the effect of Olympic spirit inheritance. This single evaluation method is difficult to fully reflect the students' learning results and the implementation of ideological and political courses. In addition, the lack of evaluation mechanism may also lead to the lack of motivation and pressure for students to learn the ideological and political content such as the Olympic spirit, which will further affect the teaching effect.

4. The inheritance path of the Olympic spirit in sports dance courses

4.1. Comprehensively deepen the innovation of teaching content and mode

First, the deep integration of ideological and political elements. At the beginning of the course design, the Olympic spirit is taken as the core ideological and political elements through the whole process of sports dance teaching, and deeply integrated into the ideological and political elements. It is not only limited to simple knowledge introduction, but also through specific cases, historical background and practical meaning, so that students can deeply understand the connotation and value of the Olympic spirit. Second, to explore diversified teaching modes. In addition to the traditional classroom teaching, modern teaching modes such as flipped classroom and mixed learning are introduced. Through pre-class preview, class discussion, after-class reflection and other

links, enhance students' initiative and participation. At the same time, combined with the characteristics of sports dance, interactive teaching activities such as workshops and master classes are carried out, so that students can experience and understand the Olympic spirit in practice. Third, we will promote interdisciplinary integration. The sports dance teachers try to integrate sports dance courses with other related disciplines such as history, sociology, psychology, etc. Through multi-angle analysis and discussion, students can broaden their horizons and deepen the understanding and application of the Olympic spirit.

4.2. Strengthen the construction of teachers and improve teaching methods

General Secretary Xi has stressed on many occasions that "educators should receive education first". Therefore, improving teachers' ideological and political literacy in the curriculum is the primary key to play the leading role of teachers in ideological and political infiltration. Teachers can regularly organize to participate in ideological and political education training, and invite experts and scholars to give special lectures and exchanges, so as to promote teachers' continuous learning and reflection, and improve their ideological and political literacy and educational and teaching ability. The second is innovative teaching methods and means. Teachers are encouraged to adopt diversified teaching methods and means, such as situational teaching, case teaching and role playing. Combined with modern information technology, the use of multimedia, network and other teaching resources, enrich the teaching form and content, so that the Olympic spirit of teaching more vivid and interesting, close to the actual students. In addition, a communication platform also needs to be established for teachers. By building a teacher communication platform, we can promote experience sharing and mutual cooperation among teachers. To improve the overall quality of teachers, the teaching level is adopted in the form of collective lesson preparation, open class display and teaching discussion.

4.3. Pay attention to students' individual differences and interest stimulation

The personality differences of college students exist objectively, and their physical quality, learning ability and skill reserve in sports are very different. In the teaching of public physical education courses, it is particularly necessary to formulate personalized teaching programs according to different students' cognitive levels, learning styles and interests. Stratified teaching and individual tutoring proved to be more common and effective practices, ensuring that each student could learn and improve at their own pace. In addition to taking individual differences as a breakthrough, the "interest-oriented" teaching strategy is also widely recognized in physical education teaching research and practice. Through sports associations, sports teams, sports course selection and other ways, classify students, and then use students' interests and specialty advantages, design attractive and challenging teaching tasks and activities, is also an effective way to improve the teaching effect.

4.4. Build a comprehensive and objective evaluation mechanism

The effect evaluation of ideological and political courses has always been the key area of curriculum research. Some studies have put forward the construction of a multi-dimensional evaluation system.^[3] In terms of the characteristics of sports dance courses, it should include the evaluation of technical action, performance, effect, ideological and political accomplishment and social adaptation. Through the combination of quantitative indicators and qualitative evaluation, students' learning results and ideological and political performance are comprehensively and objectively evaluated. At the same time, we should also pay attention to the combination of process

evaluation and final evaluation.^[4] The sports dance teachers pay attention to the tracking and evaluation of students' learning process, pay attention to students' growth and progress. Combined with the final evaluation results, the learning effect of students is comprehensively evaluated. In addition, a third-party evaluation mechanism can also be introduced. Experts, teachers and students from inside and outside the school are invited to participate in the evaluation to improve the fairness and objectivity of the evaluation.^[5] Through various feedback and suggestions, constantly improve and optimize the teaching work.

5. Conclusion

Under the background of the new era, the Olympic spirit into sports dance course, is the important response of the national curriculum ideological construction, the effective way to promote the comprehensive development of students, not only enrich the connotation of the ideological course and practice form, more training with global vision, national spirit and character of the new era talent laid a solid foundation. In the future, colleges and universities should continue to deepen the ideological and political reform of the curriculum, explore more innovative paths, and promote the extensive inheritance and promotion of the Olympic spirit in physical education and other various courses.

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