

Research on the Collaborative Education Model of Integrating Ideological and Political Education into Dragon and Lion Dance Sports

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ABSTRACT

As an intangible cultural heritage of Chinese culture, the values inherent in the dragon and lion dance are highly consistent with the concept of ideological and political education. Integrating ideological and political elements into the dragon and lion dance can help this sport transcend its technical aspects and become a carrier for the collaborative education of young students. This innovative approach can effectively enhance the educational value of the dragon and lion dance and provide a vivid and practical platform for ideological and political education, thereby strengthening young students' cultural confidence and national identity, and cultivating their patriotic sentiments, collaborative spirit, and sense of responsibility. This paper takes the value of integrating ideological and political education into the collaborative education of the dragon and lion dance as the entry point, and proposes the existing problems and suggestions for integrating ideological and political education into the collaborative education of the dragon and lion dance, with the aim of providing certain references and inspirations for the development of the dragon and lion dance.

KEYWORDS

Ideological and Political Education; Dragon and Lion Dance; Collaborative Education

The core purpose of integrating ideological and political education into courses is to guide students to establish correct values, outlooks on life and the world, and cultivate new-era youth with a sense of responsibility for the times and a sense of mission for the nation. Dragon and lion dance is a traditional ethnic sport with a long history and profound cultural heritage.

It has long transcended the simple form of folk entertainment and gradually developed into a comprehensive project integrating appreciation, art and competition. It carries rich cultural connotations and national spirit, and is an important symbol of Chinese culture, with distinct national characteristics and a strong sense of social identity. With the state's strong support for traditional culture and ethnic sports, dragon and lion dance activities have ushered in opportunities for innovation and development. Against this background, exploring how to promote students' recognition and inheritance of traditional Chinese culture through the integration of ideological and political education and dragon and lion dance is of great significance.

1 The Value of Integrating Ideological and Political Education into Dragon and Lion Dance for Collaborative Education

In the ideological and political work of colleges and universities, combining traditional culture with sports activities has become an innovative educational model. As a traditional Chinese sports project, dragon and lion dance not only carries rich cultural connotations but also, through its unique forms of expression, can effectively promote the improvement of students' ideological awareness and the development of their teamwork abilities, thereby achieving deeper educational goals.

1.1 Promoting Chinese Excellent Traditional Culture and Cultivating Patriotism

Dragon and lion dance, as a traditional Chinese folk art, has a long history and profound cultural heritage. By integrating ideological and political education into dragon and lion dance activities, students can not only feel the charm of traditional culture through dragon and lion dance but also deeply understand the national spirit and cultural value contained therein.

The symbolic meaning of "dragon soaring and tiger leaping" in dragon and lion dance is closely related to the traditional Chinese concepts of "five blessings coming to the door" and "good luck and happiness", providing students with an opportunity to deeply understand Chinese culture. This can enhance their cultural cognition and deeply feel the spirit of striving, thereby further strengthening their sense of responsibility towards the country and the nation.

1.2 Innovating Teaching Models and Enhancing the Effectiveness of Ideological and Political Education

Integrating ideological and political education into dragon and lion dance to build a collaborative education model helps break the traditional single classroom indoctrination model of ideological and political education. It allows students to experience and feel the power of ideology through practical experiences, enhancing their initiative and participation. Secondly, the implementation of the collaborative model also provides a platform for cultural cooperation among various departments of colleges and universities, making ideological and political education not only the responsibility of counselors and classroom teachers but also promoted by all aspects. More importantly, the participation process of dragon and lion dance itself is a comprehensive improvement of students' overall quality. This sport involves physical exercise, artistic expression, teamwork, and other aspects, which can effectively promote students' all-round development, truly achieving the educational goal of cultivating people through culture and morality. The combination of ideological and political education in colleges and universities with dragon and lion dance is an innovative attempt to inherit culture and cultivate the soul, with profound significance.

2 Lion Dance for Collaborative Education

2.1 Inadequate Theoretical Integration: The Separation of Ideological and Political Elements from Dragon and Lion Dance Skills

Currently, in the process of collaborative education between dragon and lion dance and ideological and political education in colleges and universities, there is a problem of insufficient theoretical integration. Dragon and lion dance, as a traditional sports culture, has rich forms of skills and profound cultural connotations. However, the integration of ideological and political elements in the movement process remains at the surface level of indoctrination, without in-depth exploration of its historical inheritance, cultural value and social significance. For instance, the collective spirit and national identity carried by the dragon and lion dance have not been effectively transformed into educational content that students can perceive and internalize. Moreover, due to the lack of systematic connection with the ideological and political education concept, these cultural symbols are often simplified into performance activities, failing to guide students to form a profound cultural identity and ideological inspiration.

2.2 Insufficient practical application and monotonous forms of practice

On the one hand, ideological and political education emphasizes cultivating students' ideological and moral qualities and cultural identity. However, in the dragon and lion dance activities, the specific educational links often remain superficial, lacking in-depth integration with students' intrinsic needs. As an important carrier of traditional culture, the dragon and lion dance embodies rich national sentiments and collective spirit. However, when colleges and universities organize dragon and lion dance practical activities, they sometimes focus too much on the form of display and neglect the in-depth exploration of ideological and political content, resulting in low emotional investment and ideological identification of students. On the other hand, there is a lack of effective linkage mechanism between ideological and political goals and dragon and lion dance activities, and there is a lack of systematic planning and professional guidance. The integration of ideological and political education goals by colleges and universities has not been concretized and refined, making the connection between dragon and lion dance activities and ideological and political education appear loose. In addition, during the practical process, most colleges and universities mainly promote collaborative education through short-term interest activities or after-school displays rather than establishing a regular and institutionalized training mechanism. The activities are mostly concentrated on specific festivals or competitions and are limited to a single scene, failing to extend to multi-dimensional educational spaces such as course teaching and social practice.

2.3 Incomplete evaluation system: Lack of effective evaluation standards

The construction of an evaluation system for the collaborative education of ideological and political education and dragon and lion dance lags behind, resulting in the lack of scientific basis and guidance for the promotion of related work. Currently, most colleges and universities' evaluations in this field still remain at the level of simple skill assessment or activity participation, without establishing a comprehensive evaluation mechanism that reflects students' ideological growth and values. Specifically, first, the evaluation index system is missing. The core goal of integrating ideological and political education is to cultivate students' socialist core values. However, the lack of targeted and quantified evaluation indicators makes it difficult for colleges and universities to fully understand students' ideological changes and cultural identity after participating in the dragon and lion dance, and it is impossible to clearly understand whether students have enhanced their national pride or improved their collective consciousness through the dragon and lion dance. Second, the

evaluation methods are too monotonous, ignoring students' subjectivity and individual differences. Currently, the commonly used written tests or summary reports by schools cannot fully reflect students' ideological changes and comprehensive ability improvements, and cannot comprehensively reflect the educational achievements. Finally, the feedback of evaluation results and the linkage with subsequent teaching practices are insufficient. Even if some colleges and universities have carried out evaluation work, they have not effectively utilized the evaluation results to optimize teaching design or adjust the integration strategies of ideological and political education, resulting in the inability to enhance students' experience and failing to truly exert the ideological and political education function of the dragon and lion dance activities.

3 Suggestions for Building a Collaborative Education Model of Integrating Ideological and Political Education into Dragon and Lion Dance

3.1 Guided by concepts, led by values, and prioritizing education

In building a collaborative education model of integrating ideological and political education into the dragon and lion dance, the primary task is to be guided by the socialist core values, clarify the educational goals, and deeply explore the patriotic spirit, collective values, and indomitable will qualities contained in the dragon and lion dance. Then, through theoretical teaching and practical participation, these connotations can be transformed into vivid carriers of students' ideological education. For example, organize students to learn about the origin and development of the dragon and lion dance, closely combine it with the history of the Chinese nation's unity and progress, and let students deeply understand that this activity is not only a cultural heritage but also a symbol of the national spirit. Secondly, integrate the socialist core values into the specific teaching links of the dragon and lion dance. Through conducting theme education activities, such as "Inheriting National Treasures and Striving to Be New Era Youth", students are guided to understand the profound significance of values in practice. [3] At the same time, in line with the characteristics of contemporary youth, digital media is utilized to disseminate positive content related to dragon and lion dancing, delivering ideological and political concepts in a way that resonates with students and enhancing their sense of identity and mission. Finally, attention is paid to the all-round development of individual students. During the training of dragon and lion dancing, their teamwork skills are strengthened, their sense of responsibility and self-management abilities are cultivated, and they are encouraged to form a positive attitude towards life and a sense of social responsibility.

3.2 Practical Carriers, Cultural Immersion, and Inheritance and Promotion

Practice is the key link for integrating ideological and political education into dragon and lion dancing. Firstly, schools should regularly hold dragon and lion dancing cultural festivals and traditional sports competitions, skillfully incorporating ideological and political education content. Combining competition with performance enables students to experience the charm of culture in actual participation; designing a "Chinese Cultural Knowledge Quiz" section can integrate the historical background and ritual significance of dragon and lion dancing into the competition, enhancing students' recognition of excellent traditional Chinese culture. Secondly, traditional festival activities can be utilized to enhance students' sense of national cultural pride, providing a vivid practical venue for ideological and political education. Teachers can organize culturally distinctive activities during traditional festivals, such as dragon dancing celebrations during the Spring Festival or lion dancing performances during the Lantern Festival. Additionally, students can be organized to perform in communities or give cultural presentations, deepening their understanding of ideological and political knowledge through serving the community and truly achieving "the unity of knowledge and action". Finally, modern technological means should be fully utilized to disseminate dragon and lion dancing culture and ideological and political concepts, developing short videos, microfilms, or virtual reality experience courses related to dragon and lion dancing for ideological and political education, allowing students to deepen their understanding through immersive learning and enabling traditional culture to regain vitality under the support of ideological and political education.

3.3 Systemic Guarantee, Institutional Improvement, and Efficient Collaboration

The construction of a scientific and efficient collaborative mechanism is an important guarantee for integrating ideological and political education into dragon and lion dancing. Only by starting from the top-level design, improving relevant systems, and strengthening multi-party collaboration can the effective implementation of coordinated education be ensured. Therefore, first, schools should establish a systematic teaching syllabus, clarifying the position of dragon and lion dancing in the school curriculum system and integrating ideological and political education goals. When designing teaching content, the unity of theory and practice should be emphasized, organically integrating cultural inheritance,

sports skills, and ideological and political education. For example, a dragon and lion dancing training manual can be developed, which includes technical guidance and cultural interpretation, providing a basis for both teachers and students. Second, the construction of the teaching staff should be strengthened, cultivating a team of teachers who master both dragon and lion dancing skills and ideological and political education capabilities. Schools can enhance the quality of teachers through professional training, external study tours, and internal exchanges, while also exploring the introduction of part-time coaches or cultural inheritors to collaborate with school teachers in teaching, providing students with diverse learning experiences. Third, a sound evaluation and incentive mechanism should be established. A scientific evaluation system should be built, taking students' performance in dragon and lion dancing as an important basis for comprehensive quality evaluation, while also emphasizing the assessment of students' ideological and moral qualities and teamwork abilities. Special rewards should be set up, awarding outstanding teams or individuals with awards for excellent teams or individual performances to stimulate students' enthusiasm for participation. Fourth, the government should actively promote multi-departmental collaboration, forming a synergy to jointly promote the popularization and development of dragon and lion dancing. Educational institutions provide policy support, sports departments are responsible for training and promotion, and cultural units are responsible for the protection and inheritance of intangible cultural heritage. Through the integration of multiple resources, the model of education can be guaranteed, and the social influence of traditional sports projects such as dragon and lion dancing can be enhanced.

4 Conclusion

The collaborative education model of integrating ideological and political education into the dragon and lion dance sports is a systematic project, which requires not only ideological guidance but also practical exploration and institutional guarantee. Through the guidance of values, cultural immersion and the improvement of systems, ideological and political education can be effectively combined with traditional sports, thereby inheriting excellent traditional Chinese culture and cultivating talents with a sense of patriotism and responsibility for the times.

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