



Design and Practice of Ideological and Political Teaching in Dragon Dance Physical Education Course Based on the "Three Elements and Three Forms"

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Abstract. Using methods such as literature review and case analysis, this paper explores the practical patterns, implementation paths, and "in class" cases of ideological and political education in intangible cultural heritage dragon dance courses in Shanghai vocational colleges. Under the "three fables and three forms" model, the ideological and political education of the courses is carried out, telling the story of Chinese dragon culture well, and implementing collaborative education of sports, culture, and majors. Research has found that the deep integration of physical education, culture, and majors in the intangible cultural heritage dragon dance curriculum effectively enhances the achievement of the goal of collaborative education among physical education, culture, and majors; Expanding the ideological and political teaching channels of intangible cultural heritage dragon dance courses through the paradigm of "three fables and three forms"; The introduction of Chinese dragon culture stories has improved the effectiveness of ideological and political education in the curriculum.

Keywords: Intangible Cultural Heritage Dragon Dance, Cultivation of ideology and moral in major courses, Three-implicit and Three-fusional Paradigm; Intangible Cultural Heritage Dragon Dance; Collaborative education.

1 Preface

Times New Roman In May 2020, the Ministry of Education issued the "Guiding Outline for the Construction of Ideological and Political Education in Higher Education Courses", which pointed out that "integrating ideological and political education into the talent cultivation system, comprehensively promoting the ideological and political construction of higher education courses, implementing the fundamental task of cultivating morality and promoting traditional Chinese sports projects, etc. ^[1]" Reviewing the above guiding "outline" deeply recognizes that the ideological and political education in physical education courses is an inevitable strategy to promote the implementation of the fundamental task of cultivating morality and talents in higher vocational colleges.

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As a public basic course in vocational colleges, intangible cultural heritage dragon dance is an important component of the curriculum system. Schools should play a role in inheriting the excellent cultural media of the Chinese nation and become the main battlefield for popularizing and promoting the excellent traditional culture of the Chinese nation. The intangible cultural heritage dragon dance course is an important carrier for the dissemination of Chinese dragon culture, strengthening the deep integration of culture, sports, and majors, and strengthening collaborative education. The curriculum is based on inheriting the excellent traditional culture of the nation, driving the reform and innovation of traditional Chinese sports projects, promoting students to develop lifelong physical exercise habits, forming a healthy lifestyle, practicing the educational philosophy of sports spirit, traditional culture, professional literacy, healthy behavior, and physical development, allowing students to exercise and sublimate in the study, training, competition, and practice of intangible cultural heritage dragon dance. In the process of practice, how to use the "three fables and three forms" to tell the story of Chinese dragon culture well is the key to expanding the ideological and political teaching channels of intangible cultural heritage dragon dance courses and improving the effectiveness of ideological and political education in the courses.

2 The Practice of Ideological and Political "Five Dimensional Integration" in Physical Education Curriculum of Vocational Colleges

The ideological and political education in physical education curriculum refers to the integration of ideological and political education throughout the entire process of physical education curriculum teaching, and the implementation of the deep integration of physical education curriculum and ideological and political education. It is an important lever for vocational colleges to implement the "moral education and talent cultivation". In 2020, with the release of the "Guidelines for the Ideological and Political Construction of Higher Education Curriculum", vocational colleges also launched a comprehensive ideological and political construction of curriculum, and the path exploration and practical research of physical education curriculum ideological and political construction have also been followed up as a whole. At present, Cheng Sizheng in Shanghai vocational colleges has formed a diversified development pattern. Through research and sorting out the ideological and political aspects of physical education courses in vocational colleges, this study mainly explores the ideological and political practice of physical education courses from five dimensions: "physical fitness", "traditional culture", "sports spirit", "healthy behavior", and "professional literacy" (see Figure 1), and interprets how to integrate the ideological and political aspects of courses into physical education classroom teaching in vocational colleges, To provide theoretical support for the inherent moral education function of sports discipline.



Fig. 1. Design of the "Five Dimensional Integration" of Ideological and Political Education in Physical Education Curriculum

2.1 Driven by "physical fitness" as a practical task

Physical fitness is the basic athletic ability of the human body demonstrated through qualities such as strength, speed, agility, flexibility, coordination, and endurance. Physical fitness practice is a continuous optimization process that helps people improve their physical and social adaptability. Therefore, physical education teaching needs to develop corresponding improvement methods based on students' physical fitness, and different training methods need to be used to achieve coordinated development of physical fitness. Teenagers are the future of a country, and their healthy growth directly affects a country's long-term development. Therefore, it is the responsibility and obligation of the country, schools, and families to pay attention to the health of vocational college students.

Vocational colleges are the cradle for cultivating new vocational skills talents, and physical education courses bear the heavy responsibility of cultivating students' physical and mental health. This requires vocational colleges to comprehensively cultivate students, not only to improve physical fitness education, but also to attach importance to moral education and behavioral habits cultivation of students, driven by basic physical fitness, specialized physical fitness, and professional physical fitness as practical tasks, to enhance the effectiveness of classroom teaching and education. Firstly, basic physical fitness, combined with the "Healthy China" initiative, connects shaping one's own strong physique with the historical mission of national rejuvenation, and stimulates students' in-depth thinking and cognitive improvement of "Healthy China"; The second is specialized physical fitness, which ensures the level of sports skills. For example, in the case teaching of ideological and political education in the Chinese national table tennis "table tennis" course, specialized physical fitness directly affects the mentality of athletes, linking knowledge points with the realization of "building a strong sports country". Every detail can determine the success or failure of the game, facing the ups and downs of success or failure, and strengthening the ability to withstand pressure and setbacks; The third is occupational physical fitness, which refers to the physical fitness

of workers related to their own profession, including the adaptability and tolerance to continue working in different environments, and the physical activity ability required to complete job responsibilities. Through the gradual improvement of professional physical fitness, hone the perseverance to endure hardship, perseverance, surpass oneself, realize oneself, and truly become a new type of vocational and technical talent with ideals, responsibilities, and skills.

2.2 Taking "Sports Spirit" as the Source of Practice Motivation

Sports spirit, as an active consciousness, is the driving force of sports behavior and a psychological resource. It has the attribute of normative power, which is mainly manifested in three aspects: precision consciousness, normative consciousness, and team consciousness in vocational physical education classroom teaching. The spirit of sports is a state of "positive and upward", and sports often reflect a person's spirit of unremitting struggle, and can also cultivate good personal willpower.

Taking the "sports spirit" as the driving force, carrying out ideological and political education in physical education courses in vocational colleges should not only adhere to classroom teaching, value education, and the Olympic spirit, but also form typical cases of ideological and political education in courses with "sports spirit". For example, the spirit of the women's volleyball team is not only a banner in the field of Chinese sports, but also a spiritual driving force and symbol of the entire nation's determination to progress. It has influenced several generations to actively participate in the great cause of reform, opening up, and socialist modernization construction. Combining case teaching to explore the ideological and political elements of the curriculum, fully leveraging the exemplary power and exemplary role of world champions and sports stars, and utilizing micro lesson video to standardize technical actions to enhance students' awareness of standardization and precision. Through the video teaching of classic "in class" competitions and micro lessons, students are trained to actively feel the unwavering and persistent spirit of teamwork and hard work, ultimately internalizing the patriotic ideals and mission responsibilities of fighting for national dignity and honor.
[2]

2.3 Taking "Traditional Culture" as the Basis for Practical Confidence

The Resolution of the Central Committee of the Communist Party of China on the Major Achievements and Historical Experience of the Party's Centennial Struggle states that "excellent traditional Chinese culture is a prominent advantage of the Chinese nation, [3]and it is the foundation for us to stand firm in the integration of world cultures, bringing new challenges to the inheritance and promotion of traditional Chinese culture in the new era Vocational colleges and universities should organically integrate Chinese excellent traditional culture into the entire process of professional talent cultivation, [4] actively promote the teaching practice of Chinese excellent traditional culture on campus, in the classroom, and in the mind, form a campus characteristic culture of "one school, one product", and achieve all-round education.

Taking "traditional culture" as the foundation of practical confidence, we will incorporate excellent traditional sports projects into the physical education curriculum of vocational colleges, deeply explore the ideological and political elements of ethnic traditional sports projects, expand the ideological and political path of the curriculum, and implement the ideological and political aspects of the curriculum. For example, in the physical education curriculum of vocational colleges, students can understand the origin and development of traditional ethnic sports through the form of "class in class", appreciate the charm of excellent traditional Chinese culture, and develop a sense of identification and pride in traditional ethnic sports culture; Teaching ethnic sports skills in classroom teaching allows students to appreciate the charm of traditional ethnic sports culture, thereby enhancing their sense of national pride and confidence; The ideological and political education model of the curriculum, with the first classroom as the core, the second classroom as the extension, and the inheritance of traditional ethnic culture as the context infiltration, actively engages in social practice activities such as sports competitions and co construction exhibitions, achieving the effect of comprehensive education for all staff, the whole process, and all aspects.

2.4 Guided by "Healthy Behavior" as a Practical Goal

Healthy behavior refers to various activities that people engage in to enhance their physical and mental health. Under the national strategy of "Healthy China", physical education courses in vocational colleges always adhere to the educational concept of "health first". Through physical education classroom teaching, students can learn corresponding skills, master scientific exercise methods, develop lifelong physical exercise habits, improve students' health awareness and abilities, and become a new type of vocational and technical talents with physiological and psychological health and sound personality.

Guided by the practical goal of "healthy behavior", focusing on the student body, and implementing the "health first" educational goal. In the ideological and political teaching of physical education courses, scientific and reasonable teaching design and rich and diverse case studies are the key to ideological and political teaching of physical education courses. For example, the hosting of the 2022 Beijing Winter Olympics has driven over 300 million people to participate in ice and snow sports. With this, the seeds of ice and snow sports have taken root and sprouted throughout the country, and the awareness of national fitness has been continuously improved. By embedding the "Olympics" theme, students can understand health knowledge, master health management skills, develop physical exercise habits, maintain a healthy lifestyle, and shape self-discipline and healthy behavior.

2.5 Taking "Professional Literacy" as the Fundamental Practice Norm

Professional literacy refers to the internal norms and requirements of a profession, which is a comprehensive quality displayed during the professional process, including professional ethics, professional skills, professional behavior, professional style, and professional awareness. As a public basic course, physical education should actively

meet the needs of students' career development and help them improve their professional literacy. Professional physical fitness and professional literacy are the guarantees for vocational college students to adapt to future job positions and quickly enter the working state. The process of sports training and competition for vocational college students is a process of refining their willpower and psychological qualities, as well as a process of cultivating students' professional qualities of standardized operation, striving for progress, integrity and innovation, and collectivism.

Taking "professional literacy" as the fundamental practice norm, in the teaching of physical education courses in vocational colleges, the overall requirements of sports spirit and healthy behavior should be utilized to enhance students' professional literacy. For example, school village co construction dragon dance performances, sports competitions, sports exhibitions and other social practice activities, combining theory with practice, enable students to perceive the professional environment in advance. Using sports as a carrier, we aim to improve students' personalities, stimulate their self-confidence, and cultivate a national spirit of self-improvement.

3 The Implementation Path of Integrating the "Three Residences and Three Styles" into the Ideological and Political Construction of the Intangible Cultural Heritage Dragon Dance Course

3.1 The Classroom Application of the "San Yu" Education Method

As a leader in ideological and political education in higher education courses, Shanghai has widely promoted the "three fables and three forms" paradigm in vocational colleges. In order to fully leverage the educational effect of ideological and political education in intangible cultural heritage dragon dance courses, the "three fables" education method has been adopted in physical education courses. For example, in terms of "integrating morality into teaching", physical education teachers subtly integrate the core and concepts of ideological and political education into the knowledge points of intangible cultural heritage dragon dance teaching, using methods such as inspiration, interaction, and case studies to positively guide students to actively participate in independent exploration of intangible cultural heritage dragon dance technology, explore profound historical and cultural stories, and understand the laws of things' development; in terms of "integrating morality into teaching", physical education teachers not only undertake the teaching tasks of knowledge and skills, They also shoulder the mission of moral education. In the "Learning and Training Competition" of intangible cultural heritage dragon dance, by promoting action through knowledge and seeking knowledge through action, students are helped to firm their ideals and beliefs, enhance their ability to resist pressure and setbacks, and cultivate them into the most powerful supporters and practitioners of socialist core values. In terms of "integrating education with entertainment": Physical education teachers carry out teaching through "scene arrangement, game design, historical stories, humorous language, etc., and use interesting" Chinese dragon culture stories "to design cases to optimize the ideological and political teaching

content of intangible cultural heritage dragon dance courses. This not only enlivens the classroom teaching atmosphere, but also improves the teaching and educational effect.
[5]

3.2 Classroom Implementation of the "Three Forms" Integration Method

The fundamental task of education is to cultivate morality and cultivate talents [6]. Vocational colleges adhere to the construction of ideological and political courses, which is an important measure to cultivate new vocational and technical talents for comprehensive development in the new era. The intangible cultural heritage dragon dance course itself contains rich ideological and political content. Taking intangible cultural heritage culture as the starting point, it tells the story of Chinese dragon culture well, and organically integrates its own elements into teaching knowledge points through methods such as "finishing touch", "thematic embedding", and "element combination", guiding students to understand national intangible cultural heritage culture and cultivating students' socialist core values. For example, teachers can use finishing touches in routine arrangement, technical exercises, etc. to expand team collaboration and carry out ideological and political courses; By embedding special topics, organize students to enter the regional intangible cultural heritage dragon dance inheritance base, listen to the exciting on-site teaching of intangible cultural heritage inheritors, and organically integrate the authentic Chinese dragon culture story into dragon dance knowledge teaching, so that the ideological and political aspects of the course are like salt in water; By combining elements, students' physical fitness can also be elevated to the cultivation of professional literacy. This not only helps to improve professional physical fitness [7], but also promotes the formation of students' professional literacy, thereby achieving a two-way improvement of sports knowledge and ideological and political education [8].

4 Introducing the Story of Chinese Dragon Culture into the Teaching of Intangible Cultural Heritage Dragon Dance "in Class"

4.1 Design ideas for the "in class" teaching of intangible cultural heritage dragon dance

The Chinese dragon is a symbol of the Chinese national civilization and spirit. In the vast river of history, it has a long history and rich cultural heritage. In the "in class" teaching practice of integrating the Chinese dragon culture story into the intangible cultural heritage dragon dance course, selecting the "Chinese dragon culture story" is crucial. Teachers need to record micro lesson video materials based on the characteristics of the school, regional culture, professional characteristics, etc. Combined with knowledge points, release micro lesson videos before class to understand dragon dance culture; In class, the scenario is reproduced, and utilizing the resource advantages of the intangible cultural heritage dragon dance inheritance base, on-site thematic teaching

of intangible cultural heritage grass dragon inheritors is carried out to stimulate students' thirst for knowledge, and technical guidance on grass dragon dance is provided to embark on the "dragon culture exploration journey" of Chinese dragon culture stories.

Schools are the main channel and battlefield for excellent traditional cultural education, playing a leading and exemplary role. Entering the campus with intangible cultural heritage dragon dance will help students deeply and systematically understand traditional Chinese culture and appreciate the unique wisdom of the Chinese nation. Therefore, fully leveraging the role of Chinese dragon culture story resources and exploring the rich intangible cultural heritage resources in the region is an important part of the school's comprehensive strengthening of students' ideological and moral construction, and inspiring them to become new vocational and technical talents with great virtue and talent.

4.2 The Implementation Path of "Class in Class" in the Teaching of Intangible Cultural Heritage Dragon Dance

The intangible cultural heritage dragon dance course in vocational colleges practices the coordinated development of sports, culture, and majors in education. It uses the "three elements and three forms" paradigm for teaching, implements the "five dimensions and one" education concept, and forms a "moral education embedded in teaching, special topic embedded in teaching, and element combination" education implementation path. By telling the story of Chinese dragon culture well, integrating the "Chinese dragon culture story" into the knowledge points of intangible cultural heritage dragon dance, implementing the ideological and political education effect of the curriculum, and forming a classic case of intangible cultural heritage dragon dance "in class".

Integrating Virtue into Education: With the continuous deepening of intangible cultural heritage activities in universities, more and more vocational colleges are introducing intangible cultural heritage projects into the classroom in various forms. The "Intangible Cultural Heritage of Grass Dragon Dance" and "Legend of Grass Dragon Dance" passed down by the Chinese nation in the Songjiang Dance Grass Dragon Style are full of ancient wisdom and noble virtues of the Chinese nation, interpreting the essence of Chinese dragon culture, becoming the best theme for moral education, and forming a classic case of "Chinese Dragon Culture Story".

Special topic embedding: Utilizing the intangible cultural heritage dragon dance inheritance base to carry out intangible cultural heritage dragon dance teaching, teachers integrate the "intangible cultural heritage grass dragon dance skills" and "rain seeking ceremony" special cases of intangible cultural heritage dragon dance inheritors into teaching knowledge points, allowing students to explore with questions and embark on an ancient journey to explore ancient wisdom.

Integrating Education with Joy: The Intangible Cultural Heritage Dance Grass Dragon is a team project that introduces ethnic traditional fun game activities in the class, which not only improves joint mobility and reduces muscle viscosity, but also enlivens the classroom atmosphere; During the learning process of teaching key and difficult points, digital platforms and animations are used to demonstrate dragon dance

movements, creating vivid and beautiful dragon dance animation teaching scenarios, guiding students to seek roots in Chinese dragon culture, and solving teaching key and difficult points in a joyful atmosphere.

Element combination: Teachers utilize innovative intangible cultural heritage dragon dance movements to enhance students' aesthetics. For example, in the field of horticultural technology, knowledge points such as intangible cultural heritage culture and artistic aesthetics can be elevated through ideological and political education courses, elevating innovative intangible cultural heritage dragon dance forms to the cultivation of professional literacy, and achieving an effective way to enhance professional literacy.

Adopting the "three fables and three forms" to tell the story of Chinese dragon culture well, allowing dragon culture to come to students' side and enter their hearts, while enhancing students' sense of national identity and pride, and establishing a solid three values.

5 Conclusion

Vocational colleges in the new era not only shoulder the historical mission of inheriting Chinese culture, but also bear the important mission of cultivating high-quality technical and skilled talents in the new era. The entry of intangible cultural heritage dance grass dragon into the campus is a necessity for the development of physical education teaching in vocational colleges in the new era, and has also become a booster for the healthy development of campus sports culture. Under the guidance of the Ministry of Education's comprehensive promotion of ideological and political construction in vocational college courses, the implementation of ideological and political education in intangible cultural heritage dragon dance courses in vocational colleges relies on the characteristics of the school, regional intangible cultural heritage culture, and professional needs. The intangible cultural heritage dragon dance course designs a series of classic cases of ideological and political education in Chinese dragon culture stories, such as "intangible cultural heritage dragon dance skills", "legend of dance grass dragon", "Songjiang dance grass dragon inheritance personnel cost soil roots", in order to explore the ideological and political elements of sports courses Explore the integration path of ideological and political elements in the curriculum, and provide theoretical support for the application of the "three fables and three forms" paradigm teaching. The use of the "three fables and three forms" to tell the story of Chinese dragon culture has effectively improved the ideological and political education effect of intangible cultural heritage dragon dance courses. However, the implementation of moral education in vocational colleges still has a long way to go, and the effectiveness of the ideological and political teaching reform of intangible cultural heritage dragon dance courses in the new era still needs to be tested in educational practice.

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