

Importance of Value Cultivation in Children's Dance Education

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Abstract: In children's dance education, the cultivation of values not only enhances their artistic cultivation, but also promotes their comprehensive development of physical and mental health. This article aims to address the lack of values cultivation in current children's dance education and integrate values education to promote the comprehensive development of children. The study first collects the views and needs of parents, teachers, and children themselves on the cultivation of values in dance education. Subsequently, through case analysis, strategies and methods for effectively integrating values cultivation into dance education are extracted. In the course design, special emphasis is placed on designing specific teaching activities in dance courses to cultivate children's spirit of cooperation and social responsibility through these activities. In teaching practice, teachers convey correct values to children through their own words and actions. Based on the data from the experimental section, it can be concluded that through the implementation of the teaching model, students' participation in values such as teamwork, self-expression, cultural diversity, fair competition, perseverance, and self reflection has been significantly improved. Specific data shows that the improvement in self-expression is the most significant, increasing from 70% before implementation to 90% after implementation, indicating that students have become more confident and confident in expressing personal emotions and opinions.

1. Introduction

Dance education is a unique art form in the context of globalization and social diversity. It not only enhances children's artistic cultivation, but also serves as an effective way to cultivate their values. However, the systematic and scientific cultivation of values in current children's dance education still needs to be strengthened. This study aims to explore the importance of cultivating values in children's dance education and construct an effective teaching model to promote the

comprehensive development of children in dance learning.

This article not only analyzes the theoretical basis of values education, but also proposes specific teaching strategies and methods through teaching observation and case analysis. On the basis of the previous content, this article also constructs a teaching model and evaluates the application effect of the model through the implementation of an experimental teaching plan, providing new perspectives and practical guidance for children's dance education.

The article first explores the role of dance education in cultivating values, then introduces the methods used in this study, including theoretical analysis, teaching observation, and case studies; the next section demonstrates the construction process of the teaching model, including teaching process design, teaching strategies and methods, as well as evaluation and feedback mechanisms; the fourth part is based on the implementation effect of the experimental teaching plan, analyzing and discussing the application effect of the teaching model; finally, the entire article is summarized, the limitations of the research are pointed out, and future research directions are proposed.

2. Related Work

With the development of globalization and social diversity, students need to establish correct values to adapt to the constantly changing world. Ren et al. explored the effectiveness of medical skills competitions in driving students' education on socialist core values from the perspective of "curriculum ideology and politics", providing reference for the education of socialist core values for medical students^[1]. By strengthening the construction of teacher teams, Jin et al. enrich the teaching content, innovate teaching methods, form a teaching model that integrates "teaching, practice and social services", adhere to the equal emphasis on inheritance and innovation, help students grasp the correct value direction, establish a broad global vision, and adapt to the needs of acupuncture and moxibustion and even the global development of traditional Chinese medicine market environment^[2]. Against the background that the emergence of the Internet and new media has accelerated the cultural circulation and mutual influence among countries, Wang reviewed the cultivation of cultural security values in college Chinese teaching^[3]. In order to explore the influencing factors of the cultivation of college students' sports values, Zhao et al. used literature review, expert survey, and mathematical statistics as methods to construct a model of the influencing factors of college students' sports values cultivation. Through experimental analysis of the model data, they obtained training suggestions to promote the cultivation of college students' sports values and assist in the development of college sports^[4]. Based on the current situation of cultivating labor values among vocational college students, Guan proposed the need to strengthen labor values education, improve the curriculum system of labor education for vocational college students, carry out daily labor practice and public welfare service labor inside and outside the school, strengthen cooperation among various departments of vocational colleges to carry out labor education, and enhance the construction of campus culture for vocational college students' labor education^[5].

Moreover, Giguere explored the social nature of cognitive activities in his research, particularly the impact of group interactions on dance education practices^[6]. Heyang and Martin discussed how to maintain international relations and global dialogue in dance education, as well as how to innovate online dance education, by sharing three early personal experiences^[7]. Lobel proposed a specific teaching model that enhances students' dance experience and promotes their social and creative skills by integrating social and creative dance^[8]. Foster and Turkki discussed how the dance education process can lead to a paradigm shift in ecological and social information, and proposed three ecological justice dance education methods: celebrating diversity, recognizing the co creation of living bodies and practices^[9]. Mabingo explored how Ubuntu philosophy can be reflected in evaluation and feedback systems in indigenous dance education practices in Africa^[10]. Although the

above research provides profound insights into the application and practice of values education in different disciplinary fields, there is relatively little research on the cultivation of values in children's dance education. This article aims to specifically explore this field by analyzing the role of dance education in the formation of children's values. Specific educational strategies and suggestions will be proposed to promote the comprehensive development of children in the process of dance learning.

3. Method

3.1. Theoretical Basis of Values Education

The theoretical basis of values education in children's dance education is multidimensional, involving various aspects such as the combination of moral and aesthetic education, emotional education, teamwork and social responsibility, harmonious development of body and mind, multicultural education, innovation and self-expression, and the concept of lifelong learning^[11-12].

The combination of moral education and aesthetic education through dance as an art form not only cultivates students' aesthetic emotions and abilities, but also integrates moral education to enable students to receive moral influence while experiencing beauty. Emotional education cultivates emotional awareness and expression ability through dance expression and emotional experience. Teamwork and social responsibility are reflected in collective dance, which enables students to cultivate a sense of collective consciousness and responsibility through mutual cooperation.

Dance education also emphasizes the harmonious development of the body and mind. It cultivates students' willpower and self-discipline through physical training, while promoting spiritual growth. Multicultural education enhances students' understanding of different cultures and cultivates their inclusive mindset by learning dances of different ethnicities and styles. Innovation and self-expression encourage students to unleash their imagination and creativity, express their personal thoughts and emotions through improvisational dance and creation.

Dance education also advocates the concept of lifelong learning, helping students develop the ability for continuous learning and self-improvement.

3.2 Teaching Observation

By observing the teacher-student interaction in teaching experiments, it can be found that the relationship between teachers and students plays a key role in the transmission and internalization of values.

In the intermediate class of Sunshine Children's Dance Studio, teachers create an open and inclusive learning atmosphere by encouraging students to ask questions and patiently answer questions^[13-14]. The students showed a high level of participation and enthusiasm in the classroom, especially when learning new dance movements. They were able to actively follow the teacher's guidance and strive to master the essentials of the movements.

In the dance segment of role-playing, students express corresponding emotions such as happiness and sadness based on music and dance content, which reflects their ability in emotional expression. After the performance, the students were not stingy with praise, giving each other applause and encouragement, demonstrating their good peer relationship.

In terms of reflecting values, when learning ethnic dance, teachers introduce the cultural background of relevant ethnic groups, and students show respect and interest in different cultures. In team dance, students completed complex formation changes through collaboration, demonstrating their team spirit and collaborative abilities.

During the teaching process, teachers provided timely individual guidance to students who encountered difficulties, helping them overcome them. For students who are not very active in collective activities, teachers increase their participation by adjusting their formation and role allocation to assign more important tasks to them. Some students' performance is shown in Table 1:

Table 1 Performance of intermediate class students

Student ID	Participation	Emotional Expression	Teamwork	Cultural Understanding	Individual Guidance Needed	Engagement Improvement
001	95	88	90	85	Low	Significant
002	90	92	95	90	Medium	Significant
003	85	80	88	80	High	Average
004	92	85	92	88	Low	Significant
005	88	90	85	92	Medium	Significant
006	82	84	80	87	Low	Average
007	78	88	75	82	High	Low

Teachers effectively integrate values education into their teaching, and students not only improve their dance skills but also develop emotional expression, teamwork, cultural respect, and other aspects during the process of dance learning. The positive interaction between teachers and students further provides a good platform for the transmission of values.

3.3 Case Analysis

The case analysis demonstrates various methods of integrating values education into dance. By adopting a student-centered teaching philosophy, educators can design courses that allow students to experience joy and a sense of achievement through participation and experience, as shown in the case study *Jumping Grid*. This teaching method not only imparts dance skills, but also encourages students to actively explore and express themselves, thereby cultivating their confidence and creativity.

In teaching activities, educators cultivate students' social skills and positive attitudes towards labor by setting emotional attitude and value goals. In activities such as *Greetings Dance* and *Shoemaker Dance*, students not only learn dance movements, but also learn how to communicate and cooperate with others, experiencing the joy of labor.

Dance art itself has moral education value. Through various dance activities, it enhances students' team spirit, self transcendence ability, psychological quality, and aesthetic perception, thus helping them to grow spiritually and emotionally while exercising their bodies. By appreciating and learning dances from different ethnic groups, students can experience the diversity and richness of Chinese culture, thereby enhancing their sense of national pride and cultural confidence.

The use of creative dance encourages children to unleash their imagination and creativity, and enhances their participation and creative abilities through interactive methods such as games and multimedia. Cultivating a sense of choreography helps students understand dance culture and encourages them to express their thoughts and emotions, enhancing their artistic creativity and aesthetic literacy.

In the context of multiculturalism, the innovative model of children's dance education emphasizes the importance of curriculum construction and encourages students to study dance to adapt to the constantly changing cultural environment.

3.4 Construction of Teaching Model

This article constructs a children's dance teaching model, which first attracts students' interest through a carefully designed introduction stage, and uses stories, games, or multimedia materials to

provide students with rich learning contexts^[15]. On this basis, basic training not only teaches dance skills, but also emphasizes values such as teamwork and respect for others:

$$S = \alpha(T) + \beta(C) + \gamma(R) \quad (1)$$

Among them, S refers to the comprehensive learning outcomes of students' skills and values, T refers to teamwork, C refers to creativity and self-expression, R refers to respect and cultural understanding, and α , β , and γ are corresponding weight coefficients, reflecting the relative importance of different teaching objectives in the overall outcomes.

In the creative expression stage, students are encouraged to express their personal emotions and viewpoints to cultivate creativity and self-expression abilities. Collaborative learning enables students to learn social skills such as communication, coordination, and leadership through team dance projects in practice. The cultural understanding section enhances students' understanding and respect for multiculturalism by introducing dances from different cultures:

$$C = f(E, P) \quad (2)$$

Among them, C refers to students' creativity, E refers to emotional expression, P refers to personal expression opportunities, and f is a function that represents creativity as a function of emotional expression and personal expression opportunities.

When reflecting and summarizing, students review the entire learning process and discuss the values reflected in dance activities. The teaching strategy adopts situational teaching and inquiry based learning to guide students to independently explore the culture and history behind dance, while promoting the exchange and internalization of values through interactive discussions and demonstrations.

Gamified learning and multi intelligence teaching ensure that students experience and learn values through games, while meeting the learning needs of different students. The evaluation and feedback mechanism includes formative assessment and peer evaluation, as well as self-evaluation and parental feedback, to ensure that teachers and parents can timely understand students' learning progress and provide corresponding guidance.

Finally, students can showcase their learning outcomes through dance performances or competitions, which also serve as an evaluation of their understanding of values.

4. Results and Discussion

4.1 Teaching Observation Results

In the intermediate class of Sunshine Children's Dance Studio, the interaction between teachers and students is very frequent, with an average of over 40 interactions per class. These interactions include questioning, demonstrations, individual guidance, and group discussions, in various forms. The student participation is very high, and students have shown a high degree of enthusiasm in the classroom. The feedback given by teachers is timely and positive, which creates a supportive and respectful atmosphere among students. This interaction helps students cultivate values in teamwork, self-expression, cultural diversity, fair competition, perseverance, and self reflection. The results of student participation are shown in Figure 1:

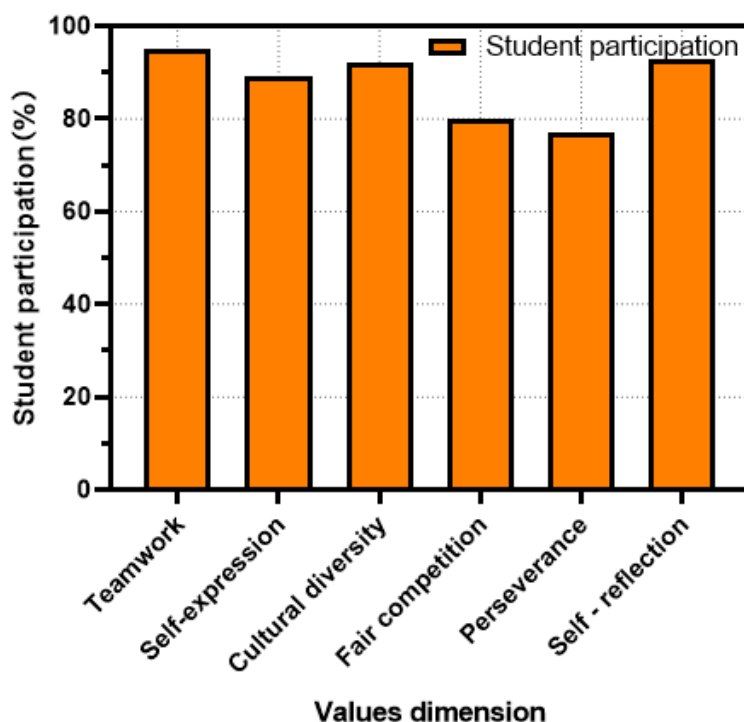


Figure 1: Student participation

According to the data in Figure 1, students have the highest level of participation in team collaboration, reaching 95%. This indicates that most students are able to actively participate in team activities and collaborate with peers to complete tasks. The participation rate of self-expression is 89%, indicating that students are willing and able to express their emotions and ideas in dance. The participation rate of cultural diversity is 92%, indicating that students have a certain interest in understanding different cultures, but more educational activities may be needed to further enhance their awareness.

In terms of fair competition, the participation rate of students is 80%, which reflects that students generally accept and practice the principle of fair competition. The persistent participation rate is 77%, indicating that although most students are able to persist in facing challenges, there is still a portion of students who may need more encouragement and support when encountering difficulties. Finally, the participation rate of self reflection is also 93%, indicating that students have the ability to review their learning process and learn and grow from it.

4.2 Application Effect of Teaching Model

During the implementation of the experimental teaching plan, it was observed that students' participation in the classroom had significantly improved, especially in terms of teamwork and self-expression. By introducing student-centered teaching methods, students are more actively involved in dance creation and performance, demonstrating higher creativity and confidence. This teaching model promotes students' interest in dance and understanding of values, especially in the cultivation of cultural diversity and team spirit, as shown in Figures 2 and 3:

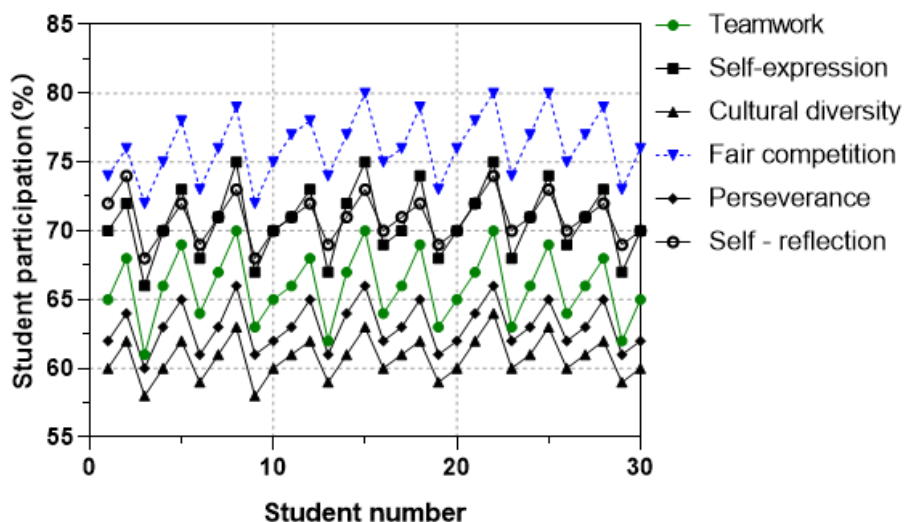


Figure 2: Before the implementation of the teaching model

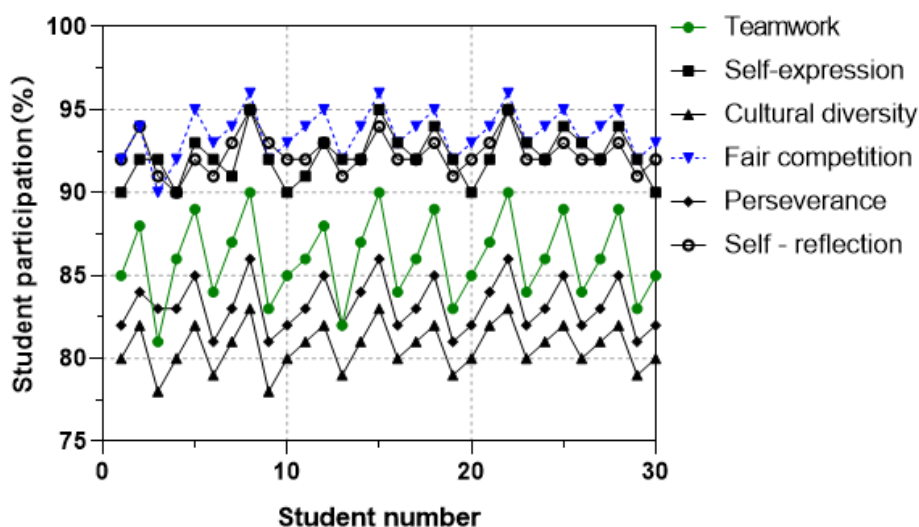


Figure 3: After the implementation of the teaching model

Based on the comparison of data before and after the implementation of figures 2 and 3, the analysis results show that the teaching model has a significant positive impact on the cultivation of students' values. Students' scores have significantly improved in six dimensions: teamwork, self-expression, cultural diversity, fair competition, perseverance, and self reflection.

Specifically, the improvement in self-expression is the most significant, with the maximum participation rate of 30 students increasing from 75% to 95%, indicating that students have become more confident and confident in expressing their personal emotions and opinions. The scores for teamwork and fair competition also indicate that students have made progress in collaborating with others and understanding the principles of fairness. The participation rate of cultural diversity after implementation ranges from 78% to 83%, while before implementation it is between 58% and 64%.

reflecting an increase in students' awareness and respect for different cultures.

In addition, the increased participation in persistence and self reflection abilities indicates that students become more resilient in the learning process and better evaluate and improve their learning strategies.

The implementation of teaching models provides students with more opportunities for participation and practice, helping them learn and internalize these values through practical experiences. To consolidate these achievements, the current teaching model can continue to be adopted and further optimization and adjustment can be considered to ensure that all students can continue to make progress in these key areas. At the same time, for students who have improved slowly in certain dimensions of values, additional attention and support should be given to help them reach the same level as other students.

4.3 Discussion

By constructing a theoretical framework and proposing specific teaching strategies, this article explores how to integrate values education into dance teaching, clarifies the goals and content of values education, and proposes methods to promote the comprehensive development of children through activities such as teamwork, self-expression, cultural diversity, fair competition, perseverance, and self reflection.

Although this article has achieved considerable success in providing valuable theoretical analysis and recommendations, it is limited by the lack of large-scale empirical data support. Therefore, future research can collect more diverse data to verify the effectiveness of the proposed strategies. In addition, the differences in dance education environments in different regions and schools can affect the applicability of teaching strategies, so it is necessary to explore adaptability issues in different environments through multiple case studies.

To address these limitations, it is possible to strengthen teacher training and provide professional development opportunities to enhance the professional level of teachers and ensure their effective implementation of teaching strategies. At the same time, by establishing parent education programs and enhancing community cooperation, we can jointly promote the cultivation of children's values.

5. Conclusion

This study explores the importance of cultivating values in children's dance education, and solves the problem of integrating values education into daily dance teaching by constructing and implementing a systematic teaching model. The research results indicate that this teaching model not only enhances students' dance skills, but also strengthens their teamwork, self-expression, understanding of cultural diversity, awareness of fair competition, persistent attitude, and self reflection ability.

The article research still has limitations, mainly reflected in the sample size and research scope. Due to the limitation of the research sample to specific regions and age groups, this limits the generalizability of the research results. In addition, research mainly relies on qualitative analysis and lacks support from large-scale quantitative data.

Research can be conducted in a wider range of regions and diverse populations to validate the universality and scalability of teaching models, and to collect more data through quantitative methods to enhance the scientific and persuasive nature of research results. In addition, with the development of educational technology, future research can consider how to use new technologies to further enrich the cultivation of values in dance education.

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