

Empowerment Sports Model in University Physical Education Dance Curriculum Research

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Abstract: This paper examines the application of the Empowerment Sports Model in university physical education dance courses. The Empowerment Sports Model is a hybrid teaching model that combines sports education models with personal and social responsibility models, emphasizing student autonomy and responsibility. It promotes learners' self-development and improves learning outcomes through cooperative learning, problem-based learning, active participation, and active learning. This study explores the theoretical basis, integration mechanisms, characteristics, and application of the Empowerment Sports Model in various physical education settings through literature review and empirical research, with a particular focus on the advantages and current application status of this model in university physical dance education. The study finds that the Empowerment Sports Model can improve students' physical fitness, sports skills, and enhance students' self-confidence, team cohesion, and personal performance ability. The paper also discusses the evolution of teaching strategies and models in university physical dance education and the research status of the Empowerment Sports Model at home and abroad, pointing out that there is still a lack of research on the application of this model in university physical dance education, which requires further exploration and practice.

1. Literature Review

1.1. Basic Concept Definition

1.1.1. Physical Dance

"Physical Dance," also known as "International Standard Ballroom Dance," includes ten dance styles (Viennese Waltz, Waltz, Tango, Foxtrot, Quickstep, Cha-Cha, Rumba, Jive, Samba, Paso Doble) and two dance series (Latin, Modern). Physical Dance is a sport that integrates specific music, costumes, dance postures, and aesthetic movements. It was introduced to China in the 1930s and began to develop rapidly in the 1980s. In 1987, China held its first National International Standard Ballroom Dance Competition, and in 1991, the first National Physical Dance

Championship was held. Since then, Physical Dance has seen unprecedented development in China. By the 21st century, the number of people participating in Physical Dance activities in China has exceeded thirty million.

Some scholars believe that sports dance is the perfect fusion of sports and dance, with both disciplines embracing and showcasing each other, dividing sports dance into popular dance and competitive dance. Professor Zhang Qingxu, in his book "Sports Dance," defines sports dance as follows: Although sports dance belongs to the realm of art, it has gradually evolved into a sports activity over a long period. It is a form of exercise that combines artistic and athletic qualities, and is also highly aesthetically pleasing. Sports dance has been gradually derived from dance in the field of art, possessing characteristics of both art and sports, making it a form of exercise that lies between art and sports[1-2].

This study plans to adopt Latin dance and Rumba as the main content of the Empowerment Sports Model teaching, conducting quasi-experimental design teaching, arranging dance-related activities according to the curriculum standards, and integrating the responsibility hierarchy objectives into the entire course as the implementation thread. By learning the movements, postures, steps, and theories of Latin dance and Rumba, a teaching scenario with a responsibility hierarchy is created.

1.1.2. Teaching Model

The concept of "teaching model" first appeared after the 1970s, when Joyce (B. Joyce) and Weil (M. Weil) first introduced teaching models into teaching theory, believing that teaching models are relatively stable, systematic, and theoretical teaching activity paradigms formed based on certain teaching ideas and teaching theories. They advocate that teaching models should be chosen according to teaching purposes and student characteristics .

With the development of China's educational cause, the research results of educational models have emerged continuously. Chinese scholars believe that the teaching model is a norm for cultivating talents and a bridge connecting teaching theory and teaching practice, which has important theoretical and practical value. Professor Deng Jin[4] in the article "Geboman Latest International Teacher Encyclopedia" elaborates in detail on the composition of teaching models and the use of teaching models, which is a reasonable and rigorous application, and can also be used in the classroom to guide the exchange between students and teachers. Liu Haimin[5] in the article "On Teaching Models" points out that teaching models are a new topic in the development of teaching theory, which is a stable teaching structure that has been continuously tested and corrected after a specific teaching model, and it is a stable improvement compared to the theoretical culture in past educational programs.

This paper summarizes the understanding of the concept of teaching models by predecessors, and there are mainly two understandings of the meaning of teaching models. One is a certain specific teaching method, and as a teaching method, the teaching model tends to express teaching concepts and is not operable[6]. The other refers to a certain specific teaching procedure. In this study, the teaching model leans towards the latter, which is a teaching model centered on a certain educational teaching theory, based on educational teaching practice experience, designed and organized around educational themes, and systematically and theoretically designed and arranged for various elements in the teaching process and their activities, aiming to improve teaching effectiveness and learning efficiency[7].

1.1.3. Sports Education Model

The origin theory of the Sports Education Model was first proposed by American education expert Siedentop (Siedentop) in 1968. From 1983, after ten years of research by the Siedentop team, the teaching theory and teaching methods of the Sports Education Model gradually took shape [11]. In 1983, Chris Bell first applied this model to the physical classroom, centered on students, allowing students to change roles and integrate into teaching activities, and teachers to preset and adjust teaching activities accordingly[12]. At this time, the advantages of this new teaching model over traditional physical education began to emerge.

This model began to be introduced to China in the 1990s and gradually applied and promoted in Chinese physical education. Hong Kong and Taiwan in China introduced and applied it earlier, and the research on the Sports Education Model in mainland China began around 2003. After twenty years of research and development, its significant advantages have been recognized by many scholars. It runs through the entire season with competition activities, and adopts direct teaching, peer teaching, cooperative learning, team collaboration, and role-playing methods, focusing on cultivating students' sports skills, sports enthusiasm, and sports cultural literacy[8-10].

Gao Hang and Gao Rong pointed out that the value and educational philosophy of the Sports Education Model are in line with the connotation of China's physical education curriculum reform, and it has a positive effect on achieving China's physical education core literacy and promoting the implementation of quality education reform[13-14].

However, there are still deficiencies in the application of this model in China's physical education practice. Most of the research on the Sports Education Model is conducted at the theoretical level, and there is relatively little empirical research. Therefore, it is necessary to continue to strengthen research on theory and practice to achieve the "Sinization" of the Sports Education Model.

1.1.4. Personal and Social Responsibility Education Model

The Personal and Social Responsibility Education Model (TPSR) was proposed by American scholar Don Hellion in 1973. Its purpose is to enable young people at risk of social exclusion to develop personal and social skills and responsibilities in sports and life. In 1978, Hellion emphasized that the TPSR model should integrate moral education elements into physical education to cultivate students' sense of responsibility. Its development reflects the requirements of reform in American school physical education and moral education.

Summarizing the research results of predecessors on the concept of the Personal and Social Responsibility Education Model, this paper believes that the concept of the Personal and Social Responsibility Education Model is: to cultivate students' personal and social responsibility and good moral behavior through sports activities, emphasizing the integration of moral education elements into physical education, and allowing students to learn respect, cooperation, self-commitment, and care for others in practice[15].

1.1.5. Empowerment Sports Teaching Model

The Empowerment Sports Model was first proposed by Hastie and Buchanan in 2000. It is a hybrid teaching model that combines the Sports Education Model with the Personal and Social Responsibility Model. Empowerment learning refers to the process where teachers transfer the control of learning to students, making students the masters of learning, and students independently set, achieve, and display learning goals[16]. By students' independent choice, independent decision-making of learning strategies, and independent display of learning outcomes, students' comprehensive development is promoted. It helps students to undertake more personal and social

responsibilities in competitive situations dominated by sports competitions, reducing malicious competition and conflicts, improving the atmosphere of team competitions, and achieving dual effects of sports skill learning and responsibility education.

To achieve empowerment learning, the "sports season" is used as the main line for teaching. Teachers should also pay attention to students' individual development and give students the opportunity to choose learning goals according to their physical and mental development needs. Students should learn how to encourage peers and themselves and learn how to improve their performance from reflection.

In summary, through the elaboration of the Empowerment Sports Model by the above scholars, this paper attempts to define the Empowerment Sports Model as a learner-centered teaching model that emphasizes learners' autonomy and responsibility, and promotes learners' self-development and improves learning outcomes through cooperative learning, problem-based learning, and active participation and active learning, which is a new educational model.

1.2. Research Status of Empowerment Sports Model Application

1.2.1. Theoretical Basis of Empowerment Sports Model

Constructivism is a doctrine that focuses on the subjective initiative of learners in knowledge and learning, emphasizing "learner-centered," where teachers are responsible for organizing, assisting, and guiding students. Its context includes four major elements. In response to these four elements, the teaching model is applied in physical dance classrooms. Teachers fully utilize network information technology in the three major links of pre-class, in-class, and post-class, and combine online with real-life situations for teaching, which facilitates communication and collaboration between teachers and students, and realizes the integration of teaching and learning.

The teaching process of constructivism is to first propose questions based on teaching materials, let students make assumptions, and during the assumption process, no matter whether the assumptions proposed by students are reasonable or not, teachers should encourage students to boldly propose assumptions in a way that mobilizes students' enthusiasm. After the assumption, reasoning and verification are carried out. In the verification process, teachers should respect students' subjectivity and let students verify with hands-on or brainwork. Teachers can give a summary and improvement after students' verification. The reason for choosing constructivism theory as the theoretical basis for the "5E" teaching model is that their teaching purposes are consistent, and the difference is that there are some subtle differences in teaching methods and some processes.

Cooperative learning theory believes that learners can effectively improve their learning achievements and learning enthusiasm, enhance social skills, and improve the relationship between learners through organized collaborative activities and completing learning tasks together[18]. In cooperative learning, as learning tasks and teaching situations change, students may be recipients of knowledge, organizers, participants, collaborators, and evaluators of activities, and correspondingly, teachers are effective guides, managers, and equal collaborators of cooperative learning[19]. Cooperative learning theory expert Slavin believes that the basic elements of cooperative learning include group goals, responsibility to individuals, and equal opportunities for success; Kagan believes that cooperative learning must include the following four elements: positive interdependence, responsibility to individuals, fair participation, and simultaneous interaction[20]. They all emphasize the element of responsibility to individuals, defining this element as everyone must have visible behavioral performance, which is necessary for all group members[21]. The Empowerment Sports Model implements the TPSR model's teaching procedures in each class, developing students' sense of responsibility. In teaching, volleyball competitions guide fixed team

members to experience different roles, enabling students to clarify the responsibilities of different roles, and through the division and performance of roles within the group, cultivate their sense of responsibility, which is conducive to the cultivation of students' learning and execution abilities, and promotes the cultivation and formation of team members to achieve common goals and cooperate with each other, thereby better promoting the learning of volleyball techniques and team cohesion.

Situated learning theory is the process of a community of practice adapting to the cultural environment and completing tasks according to team goals. Situated learning theory believes that learning is essentially a process of cultural adaptation and obtaining the identity of a specific community of practice members, which is the central concept of situated learning theory[22]. Wang Li believes that situated learning theory is a learning theory that provides learners with a contextual learning pattern and transforms it into real-life situations, achieving co-construction and sharing of education, effective generation of educational meaning, and organic achievement of educational goals[23]. The Empowerment Sports Model runs through the entire teaching process in the form of a competition season, using team games, competitions, etc., assigning different roles to group members, and creating different competition scenes. In the process of competitions and games, students are urged to take on the responsibilities and functions assigned by roles, learn the knowledge and skills of different roles, and provide students with real and pleasant learning scenes.

Connectivism is the ontology of "Internet + Education," which is conducive to education returning to life and serving individual lifelong development. The starting point of connectivity is the individual, and the individual's knowledge constitutes a network composed of different organizations and institutions, and the knowledge of these organizations and institutions will feedback into the individual's network. Connectivism includes formal and informal education; school and family education, etc. In this information age, everything is interconnected, and what we need to learn is complex and full of uncertainty. Learning is a person establishing their own knowledge network in social interaction. This paper constructs a physical dance teaching model based on connectivism, which not only reflects the characteristics of educational informatization, personalization, and diversification but also enriches teaching content. By constructing a network teaching platform, it promotes the integration of online and offline, and pre-class, in-class, and post-class "integration."

1.2.2. Research on the Integration Mechanism of Empowerment Sports Model

Why integrate the Personal and Social Responsibility Teaching Model into the Sports Education Model? Hastie (2000) proposed: "The Sports Education Model takes competition as the main line, which is bound to produce behaviors such as verbal violence and physical conflict that are not conducive to student development. These behaviors may reduce students' pro-social behavior and increase students' anti-social behavior." Therefore, the integration of the two teaching models is to balance the negative effects caused by competition, in order to achieve the dual development of students' sports skills and responsibility character[16].

A study in New Zealand's classrooms found that 68.9% of teachers combine the Personal and Social Responsibility Teaching Model with the Sports Education Model, and believe that the combination of the two is successful and feasible, which is conducive to easing the tense classroom atmosphere and achieving the dual effects of students' sports skill learning and responsibility teaching[17].

Domestic scholars have also conducted research on the advantages and disadvantages of the two models, Pan Yixiang and others, through the analysis of the characteristics and teaching objectives of the Sports Education Model, believe that on the basis of the Personal and Social Responsibility Teaching Model, combined with the Sports Education Model, can better stimulate students' learning

of responsibility objectives. It can show the best sports performance and enable students to develop good values, and believe that physical education classes should not only learn sports skills and competition strategies but also should not ignore the cultivation of students' character. Therefore, the implementation of the Empowerment Sports Model not only promotes the development of students' sports ability literacy but also achieves the cultivation of emotional goals and positive responsibility behavior.

Why can the two teaching models achieve integration and play their due effects? Research on existing literature and materials has found that there is a certain connection in their essence, and the second is the combination of the two models in teaching objectives. The Sports Education Model allows students to compete and learn in groups in the form of a "sports season" competition, hoping to cultivate students into people with sports skills, sports enthusiasm, and sports cultural literacy, while also enabling students to take on different roles in the learning process to cultivate a sense of responsibility. Hellison emphasized that "games" and "contests" are full of opportunities to cultivate social responsibility: such as leadership, teamwork, fair competition, and the resolution of physical and verbal conflicts, etc.[32].

In summary, the combination of the Sports Education Model and the Personal and Social Responsibility Model is a sublimation and refinement of their teaching objectives, making the Empowerment Sports Model more focused on the cultivation of students' personal and social responsibility, team collaboration ability, and other social-related abilities. It is necessary to construct the correspondence between the goals of the sports education curriculum and the responsibility levels of the Personal and Social Responsibility Teaching Responsibility, and to clarify the effective achievement of the sports curriculum goals and responsibility levels, providing a reference for innovating China's school physical education curriculum and teaching models.

1.2.3. Characteristics of the Empowerment Sports Model

Shang Lipei pointed out how to achieve the cultivation of students' integrity, effort, self-confidence, struggle, respect, cooperation, self-discipline, and mutual assistance in physical education classes, which is an important proposition worth thinking about and researching. The realization of this proposition promotes students to become real people.

Firstly, it is the autonomy of learners. American scholar Solomon (1976) injected empowerment into social work, emphasizing the autonomy and self-development of learners. He believes that students are the protagonists of learning, managing and guiding themselves in the learning process to achieve learning objectives. The role of teachers is a guide and supervisor, not a one-way knowledge transmitter. Stimulating students' motivation for active learning, enabling them to strive to achieve their own set goals. In the future, it can be extended to preschool and university stages to understand the implementation of the empowerment model at different stages; integrating qualitative and quantitative research methods can provide a more comprehensive study. It is conducive to implementing the empowerment model in primary, secondary, and tertiary (preschool) integrated school physical education curriculum and teaching.

Secondly, it is the cooperative learning among learners. Empowering individuals with more autonomy and professional development opportunities in the educational process, in this process, learners are regarded as the center of education, advocating collaboration and interaction among students. Through cooperative learning and communication, learners can discuss and think together, mastering knowledge and skills through social interaction, thereby achieving the construction and sharing of knowledge. Liu Hai and Pan Yang (2018)

Thirdly, it is problem-centered. Jerome S. Bruner proposed "problem-solving learning" in the 1960s, obtaining knowledge and skills through problem-solving. Empowering learners with the ability to solve problems, the management of the learning process is a problem that learners and

other participants discuss together. In this process, learners need to set up a problem chain based on their own knowledge reserves and then solve the problems, thereby achieving a deep learning effect.

Fourthly, there must be support from information technology. The role of teachers has transformed from traditional knowledge transmitters to learning guides and promoters. Teachers need to guide and supervise the teaching process to avoid letting students learn on their own without necessary guidance. Let students set learning objectives according to their actual situation, consult materials, design problem chains, analyze problems, interact, and distribute roles and display learning outcomes autonomously. These teaching processes all require support from information technology.

In summary, the characteristics of the Empowerment Sports Model lie in its student-centered approach, emphasizing students' initiative and autonomy, and cultivating students' sports ethics, critical thinking, and problem-solving abilities through team cooperation and individual development. At the same time, teachers, as guides and promoters, help students achieve self-improvement and comprehensive development in sports competitions. Teachers use information technology for teaching, need to prepare rich information materials for students to consult, and guide them to set learning objectives according to their actual situation, and carry out effective learning activities.

1.2.4. The Situation of Empowerment Sports Model in Various Physical Education Teaching

Xue Ling, Li Xin, and Zhou Yukun (2017) conducted a demonstration study on the Empowerment Sports Model, clarifying the relationship between the course objectives of the Sports Education Model and the responsibility levels of the Personal and Social Responsibility Model[26]. In the same year, Shang Lipei (2017) conducted an application study of the Empowerment Sports Model in high school basketball projects, further exploring the construction of the correspondence between the objectives of the Sports Education curriculum and the responsibility levels of the Personal and Social Responsibility Teaching Responsibility, and proposed suggestions for applying the Empowerment Sports Model to physical education teaching. Pan Yixiang, Huang Chenhui, and Li Yisheng (2019) found in the experimental exploration of the hybrid teaching model that the Empowerment Sports Model is more effective in cultivating students' sports self-efficacy, sports passion, sense of responsibility, and competition performance[33]. It was found that the Empowerment Sports Model is superior in the cultivation of social-related abilities such as team cohesion and interpersonal communication ability, as well as competition ability such as competition practical ability and refereeing ability in physical education classes of gas volleyball and badminton in colleges and universities in China, and it has a significant role in maintaining and forming sports spirit and interest[22].

A large number of domestic studies generally conclude that the Empowerment Sports Model has a promoting effect on students' physical, skill, and emotional behavior. Foreign application research mainly focuses on the development of students' moral education, emphasizing the establishment of students' social responsibility, but the experimental subjects are mainly disabled people, high school students, and college elective course students, and the sports projects are mainly basketball, volleyball, football, etc. There is still less research on the impact of the Empowerment Sports Model on college students' physical dance classes in terms of self-confidence and dance expressiveness.

1.3. Research on University Physical Dance Teaching Models

Teaching models are theoretical and simplified paradigms that teachers can directly follow as standard models. Teaching models are relatively stable, and once verified, there are few changes.

Teaching models reflect teaching strategies and teaching methods in the process of use. The logical relationship is: teaching model (upper) — teaching strategy[10].

By searching the keywords "general colleges and universities, physical dance teaching, teaching model" in electronic academic resource databases such as CNKI and Wanfang, it is found that there are generally two types of teaching models: conventional and hybrid.

China's college physical dance teaching applies different types of teaching models, which can be roughly divided into conventional and hybrid teaching models. With the progress and development of the times, the application of common hybrid teaching models aims to improve students' learning interest and action skill level. In actual college physical dance teaching, it does not achieve good results. Therefore, the introduction of the Empowerment Sports Model in China, based on the current situation in China, requires us to further study its development ability for students' physical quality and explore whether it meets the needs of China's school sports reform.

1.4. Advantages of Applying the Empowerment Sports Model in College Physical Dance

Through physical dance exercise, it can promote the development of body muscles, cultivate coordination, rhythm, and expressiveness. The empowerment model under the background of sports empowers disabled people or disadvantaged social groups in the sports environment to develop skills and abilities to control their lives. Through sports, it empowers girls and women, advocates gender equality, and improves their living conditions.

Chinese scholars believe that it is more reasonable to implement the Empowerment Sports Model in the three stages of junior high school, high school, and university. In the preschool and primary school stages, students are in the stage of cultivating students' interest in sports, and they do not have a clear understanding of concepts such as responsibility, sports skills, effort, and cooperation. Therefore, the effectiveness of implementing this model is minimal[26]. At present, the evaluation methods and subjects in China's college physical dance courses are too single, neglecting students' individual differences and changes in the learning process, as well as mutual evaluation between students. Many colleges and universities only regard physical dance courses as single skill transmission courses, neglecting the role of physical dance courses in cultivating students' comprehensive abilities, affecting students' interest in physical dance, and mainly using the demonstration method, which cannot ensure that college students can concentrate fully, and the conventional group practice method ignores students' learning autonomy and creativity, while increasing students' dependence on teachers.

The Empowerment Sports Model can not only improve physical fitness and sports skills but also improve students' self-confidence, team cohesion, and personal performance ability, all of which are key to improving physical dance scores. At present, the application of the Empowerment Sports Model in China is applied to ball sports. However, there is almost no research on the application of the Empowerment Sports Model in college physical dance courses. Although previous studies have sufficiently shown that the Empowerment Sports Model has a significant role in promoting students' responsibility level, there are few experimental studies on college student dance groups as experimental research objects, and the impact of the Empowerment Sports Model on college students' physical dance courses is not clear.

However, the above research provides a rich theoretical basis and basis for this study. This study attempts to apply the Empowerment Sports Model to dance teaching in the context of traditional physical education class teaching reform in China's college physical dance courses. It is also to actively implement the 2020 version of the "High School Physical Education and Health Curriculum Standards," enrich the teaching models of dance classes, and promote the reform of college physical education courses.

In the complex classroom environment, the unique cultivation method of the "Empowerment Sports Model" can not only strengthen the communication and cooperation between group members but also cultivate students' competitive consciousness in the competition process, making students the actual "masters" of the physical education teaching process, which has a positive role in the cultivation of students' "social" related abilities[27].

Johnson S pointed out that creating an empowering environment can play a key role in alleviating the emotional and physical fatigue and fear of failure that athletes often experience in sports[31]. (Aistė Barbora Ušpurienė pointed out that girls who dance have higher intrinsic motivation[28]. Pigott, Elaine . pointed out that dance can enhance personal well-being, self-efficacy, and life satisfaction[29]. According to previous research, the Empowerment Sports Model can significantly promote the responsibility level of college students by "empowering" college students to formulate teaching objectives within the group, so it is necessary to conduct research on the responsibility level of college student groups to verify this hypothesis. Nowadays, there is a lack of care among students, a decline in the sense of respect, and selfishness without a sense of responsibility, so we must pay attention to students' character education. We need to create a favorable practical environment for students, creating opportunities for students to perform and provide discussion opportunities. The Empowerment Sports Model is to delegate power to student-centered team groups, providing opportunities for students to cultivate leadership and social interaction abilities[25].

2. Conclusion

The Empowerment Sports Model, as a new type of educational model, has significant advantages in the application of college physical dance courses. It can not only improve students' sports skills and physical fitness but also effectively cultivate students' personal and social responsibility, team collaboration ability, and self-confidence and expressiveness. This study shows that the introduction of the Empowerment Sports Model is of great significance for promoting the reform of college physical dance teaching, enriching teaching models, and improving teaching effectiveness. Although domestic and foreign research on the Empowerment Sports Model has achieved certain results, there is still a lack of application research in the field of college physical dance, and further empirical research is needed to verify its effectiveness and explore specific application strategies suitable for college physical dance teaching in China. Therefore, this study suggests that college physical dance teaching should use the Empowerment Sports Model more to achieve the comprehensive development of students and the effective achievement of physical education teaching objectives.

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