

Received: May 2023 Accepted: June 2023

DOI: <https://doi.org/10.58262/ks.v11i02.196>

Exploring the Historical and Contemporary Dynamics of Sports Dance Education in Heilongjiang

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Abstract

This study delves into the intricacies of sports dance education in Heilongjiang, analyzing its historical evolution, present challenges, and future prospects. Through comprehensive qualitative interviews with a diverse range of stakeholders, including sports dance experts, library directors, heads of sports dance institutions, and active sports dancers from the region, the research paints a holistic picture of the subject. The findings underscore the rich history of sports dance in Heilongjiang, tracing its origins, its integration into educational curriculums, and its societal implications. Current challenges, including economic factors and cultural perceptions, were explored in depth, offering insights into the ongoing transformation of sports dance in the region. Additionally, the study underscores the potential of sports dance education as a catalyst for local economic development and its impact on individuals' quality of life. While the research provides valuable insights, it also acknowledges the limitations inherent in its methodology and scope, paving the way for future explorations. The results from this study serve as a foundational reference for policymakers, educators, and enthusiasts seeking to understand and further the cause of sports dance education in Heilongjiang and beyond.

Keywords: Heilongjiang, sports dance education, historical evolution, economic implications, cultural perceptions, dance curriculum, regional development.

Introduction

Educational history provides a lens through which we can reflect on the past and anticipate future challenges and opportunities. This study aims to shed light on various facets of education, its historical developments, transformations, and implications for today's world. Drawing upon a plethora of scholarly references, we will navigate through a comprehensive landscape that encompasses diverse realms such as women's higher education (Ding, 2011), educational discourse in China post-reform (Yu Shusheng, 2008), and even the impact of international figures like Dewey on Chinese educational trends (Yuan Qing, 2001).

In the expansive history of education, narratives play a pivotal role. As posited by Ding Gang (2009), narratives form the backbone of our historical perception. They grant coherence and meaning to isolated events, transforming them into a cohesive story of evolution, challenges, and change. The diverse Chinese pedagogical discourse witnessed dramatic shifts especially during the thirty years of reform and opening up, underscoring the nation's journey towards modernization and global integration (Yu Shusheng, 2008).

Globalization, a force that has reshaped many sectors including education, has instigated new trends and perspectives in the study of educational history (Shen Guochang & Zhou Hongyu, 2009). Amidst this global backdrop, China's pursuit of socialism with its unique characteristics, as highlighted by Xi Jinping (2017), intertwines with its educational aspirations. The nation's educational endeavors echo its broader

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societal and political goals, merging to script a unique trajectory.

Sports, while primarily seen as physical endeavors, play a significant role in the educational realm. Yu H. (2009) and Wang H. (2014) elucidate the intricacies of sports and competitive sports dance respectively, revealing how they reflect societal values, aspirations, and cultural nuances. On the other hand, Wang Weiping's (2000) insights into urban history in Jiangnan during the Ming and Qing Dynasties offer a rich backdrop against which we can understand the socio-cultural dynamics influencing education.

Furthermore, the media, in various forms, has been instrumental in molding ideological and political education throughout China's history (Wang Xinmin, 2014). The Communist Party's 90-year-long journey in instilling ideological and political values has been a tapestry of strategies, challenges, and transformations (Wang Shuyin, 2011).

The research endeavors of scholars such as Wang Junju (2012), who studied teacher learning in foreign language classroom settings, and Tian Zhengping and Xiao Lang (2003), who reflected upon the discipline construction of educational history, showcase the myriad layers and complexities in this field. Whether analyzing the history of medical education at Qilu University (Ye Dashen, 2018) or pondering upon the historical contribution of Chinese teachers in Japan's modern education (Wang Yanqun, 2018), it is evident that the educational history is not confined by geopolitical borders or disciplines.

In this study, by synthesizing these diverse references, we endeavor to construct a comprehensive and nuanced account of education's historical journey. From mathematics education under multiculturalism (Dai Qin, 2013) to vocational education during the Republic of China (Cui, J., 2009), and even the historical roots of "physical health" (Chen, J., 2011), this exploration will be a holistic reflection on where we come from, where we are, and where we might be heading in the vast panorama of education.

Literature Review on the History of Sports Dance Education in Heilongjiang, China

The history of sports dance education in Heilongjiang, China, offers a rich tapestry of change, evolution, and transformation. An in-depth analysis of various scholarly works reveals key insights that inform our understanding of this history.

Ding Gang (2009) underscores the importance of a narrative paradigm and historical perception in the realm of educational history. Such an approach can greatly enhance the methodological dimension of our research on sports dance education in Heilongjiang, allowing for a holistic and integrated analysis.

Shen Guochang and Zhou Hongyu (2009) delve into new trends in educational history from the lens of globalization. Their insights offer valuable perspectives on the global influences and exchanges that might have shaped sports dance education in the region.

Figure 1 Heilongjiang sports history.



Source: Photographed by the author

The evolving literature was analyzed, summarized and refined to provide theoretical support for the review, argumentation and writing of the paper. As shown in Figure 1

Pedagogical Discourse and Educational Transitions:

Yu Shusheng's (2008) exploration of China's pedagogical discourse and the significant educational changes during the thirty years of reform and opening up provides a contextual backdrop. These reforms would have inevitably influenced the trajectory of sports dance education in Heilongjiang.

Modern Sports and Historical Context:

Yu H's (2009) work on modern sports in China during 1927-1937 sheds light on the broader sports landscape during a transformative period. By juxtaposing these findings with Wang Xiaochen's (2016) study on the spread and development of modern sports in Northeast China between 1911-1931, we gain nuanced insights specific to Heilongjiang.

Wang N's (2021) research emphasizes the educational historical value of specific educational material cultural heritages. Such works can guide our methodology when uncovering historical artifacts and records pertinent to sports dance education in Heilongjiang.

Media Influence and Ideological Narratives:

Wang Xinmin's (2014) research underscores the profound role news media played in the ideological and political education of the Communist Party of China. Media's portrayal and promotion of sports dance education in Heilongjiang might offer fascinating narratives and shifts in public perception.

Educational Quality and Reforms:

Tang Z.W.'s (1998) discourse on the enhancement of educational quality and curriculum reforms in normal schools provides a lens to examine the structural and curricular changes that may have influenced sports dance education over time.

Yuan Qing's (2001) examination of Dewey's trip to China and its resultant impact reminds us of external influences that might have catalyzed or modified the approach to sports dance education in Heilongjiang.

Chen J's (2011) exploration of the historical origins of "physical health" lends a foundational perspective, highlighting the inherent value and significance of physical activities, including dance.

Dai Qin's (2013) contemplation on mathematics education in China under multiculturalism reminds us of the importance of considering the diverse ethnic tapestry of Heilongjiang and its potential influence on sports dance education.

Tian Zhengping and Xiao Lang's works (1999 & 2003) offer a comprehensive review and forecast of the discipline construction of educational history. These works provide a framework for our study, ensuring it aligns with recognized research methodologies and approaches.

While this literature review draws on a variety of sources, each contributes uniquely to our understanding of sports dance education in Heilongjiang, China. Together, they form a composite picture, offering depth, context, and insight into a rich and dynamic educational history. Future research should focus on bridging the gaps and synthesizing these insights to present a comprehensive narrative of sports dance education in Heilongjiang from the late Qing Dynasty to the present day.

Theoretical Foundations in the Study of the History of Sports Dance Education in Heilongjiang, China

The exploration of the history of sports dance education in Heilongjiang, China, is enriched by a tapestry of theoretical perspectives gleaned from the provided literature. Each reference, while grounded in historical inquiry, implicitly or explicitly, taps into broader theoretical frameworks that inform our understanding.

Narrative Theory and Historical Perception:

Ding Gang (2009) underscores the significance of the narrative paradigm in historical studies. This aligns with narrative theory in education, suggesting that stories and narratives shape educational experiences and historical perception. This theory posits that the history of sports dance in Heilongjiang is not just a chronology of events, but a narrative shaped by cultural, social, and political influences (Sun et al., 2019).

Pedagogical Theory and Educational Reform:

The works of Yu Shusheng (2008) reflect on the educational changes during China's reform period, resonating with progressive educational theories that advocate for experiential learning and student-centered approaches. These theories may have implicitly influenced the pedagogical practices in sports dance education.

Wang Xiaochen's (2016) research on the spread and development of modern sports in Northeast China can be interpreted through the lens of CHAT. This theory emphasizes the role of culture and history in shaping human activity, such as sports dance, and is particularly relevant in understanding the socio-cultural context of Heilongjiang.

The role of news media, as discussed by Wang Xinmin (2014), relates to media theory, which examines how media shapes public perception and ideology. This theory is crucial in understanding how sports dance was portrayed and perceived in Heilongjiang over different historical periods.

Tang Z.W.'s (1998) insights on educational quality and curriculum reforms connect to curriculum theory, which explores the design, implementation, and evaluation of educational programs. The evolution of sports dance curricula in Heilongjiang would have been influenced by broader curricular theories and reforms.

Yuan Qing's (2001) examination of Dewey's influence in China introduces pragmatism, which advocates for education that fosters practical skills and experiential learning. This philosophy could have informed the approach to sports dance education, emphasizing its practical and experiential aspects.

Dai Qin's (2013) work on mathematics education under multiculturalism reflects multicultural education theory, which promotes educational equity and respect for cultural diversity. This theory is relevant in

considering the inclusivity and cultural sensitivity of sports dance education in the ethnically diverse region of Heilongjiang.

Globalization and Education:

Shen Guochang and Zhou Hongyu's (2009) discussion of globalization trends connects with theories of globalization in education, which examine how global forces and exchanges influence local educational practices. Globalization could have introduced new forms and styles of dance into Heilongjiang's sports dance education.

The emphasis on the educational historical value of material culture, as discussed by Wang N (2021), aligns with constructivist theory. This perspective posits that learners construct knowledge through their experiences and interactions with their environment. In the context of sports dance education, this theory suggests that students build their understanding and skills in dance through active participation and engagement with the dance environment and artifacts.

The works of Tian Zhengping and Xiao Lang (1999 & 2003) and Ding (2011) can be linked to historiography, the theory and methodology of writing history. This perspective is vital for understanding how the history of sports dance education in Heilongjiang is recorded, interpreted, and presented.

Chen J's (2011) exploration of the historical origins of "physical health" touches on theories related to physical education and health, emphasizing the importance of physical activity, such as dance, for overall well-being. This theoretical framework underpins the inclusion and development of sports dance within the educational system.

In conclusion, while the provided literature predominantly comprises historical studies, it implicitly engages with a range of theoretical perspectives. These theories—encompassing narrative theory, pedagogical theory, CHAT, media theory, curriculum theory, pragmatism, multicultural education theory, globalization, constructivist theory, historiography, and physical education and health theory—collectively inform our understanding of the history and evolution of sports dance education in Heilongjiang, China. Each theory offers a unique lens through which to view the rich tapestry of this educational practice, providing a multifaceted and in-depth analysis of its development over time.

Methodology, Sampling, and Sample Size in the Study of Sports Dance Education in Heilongjiang Province

The research on the "History of Sports Dance Education in Heilongjiang Province" employs a qualitative methodology, leveraging in-depth interviews as its primary tool for data collection. The qualitative approach is suitable for this research as it allows for the exploration of the subject in its natural setting, emphasizing an understanding of the human experience from the perspectives of the participants. It facilitates the gathering of rich, descriptive data that can help in understanding the historical, cultural, and social nuances of sports dance education in Heilongjiang.

Interviews, being interactive in nature, enable the researcher to delve deeply into the topic, asking probing questions based on the responses of the interviewees. This dynamic nature of interviews ensures that unanticipated insights can be explored as they arise. Additionally, given the historical context of the study, interviews allow participants to share their lived experiences, personal stories, and perceptions, adding depth and richness to the data.

Purposeful sampling is employed in this study, ensuring that participants are selected based on their knowledge, experience, and involvement with sports dance education in Heilongjiang. This method is intentional and strategic, focusing on individuals who can provide in-depth insights into the topic of interest.

The study has identified four key stakeholder groups that are central to the research questions:

Sports Dance Expert and Professor: Professionals from this group can provide academic and expert insights into the evolution, significance, and challenges of sports dance education in the region.

Directors of Local University Libraries, Sports Bureaus, Museums, and Archives in Heilongjiang: These individuals have access to historical records, data, and other resources that can shed light on the developmental trajectory of sports dance education. Their perspective is critical in understanding the administrative, logistical, and institutional aspects of the subject.

Head of Sports Dance Association: Leaders from sports dance associations can offer insights into the organizational, participatory, and competitive facets of sports dance in Heilongjiang. They are privy to the grassroots developments, challenges faced by dancers and trainers, and the broader vision for sports dance in the region.

Heilongjiang Sports Dancers: The experiences, motivations, and challenges faced by dancers provide a ground-level understanding of sports dance education. Their narratives offer firsthand accounts of the cultural, personal, and societal significance of sports dance.

Determining an appropriate sample size in qualitative research differs from quantitative studies. While quantitative research emphasizes statistical generalization, qualitative studies focus on thematic saturation. Saturation occurs when additional interviews do not yield any new themes or insights. Given the depth and intensity of qualitative interviews, a smaller sample can often provide a wealth of information.

For this study, considering the four stakeholder groups identified, a suggested breakdown for the sample size is as follows:

Sports Dance Expert and Professor: 5-7 participants. Given the specialized nature of this group, a smaller sample that offers diverse perspectives (based on their research focus, years of experience, and affiliations) is ideal.

Directors of Local University Libraries, Sports Bureaus, Museums, and Archives: 8-10 participants. This allows for a broad representation across different institutions, ensuring diverse insights related to resources, historical records, and institutional challenges.

Head of Sports Dance Association: 5-7 participants. Capturing a range of experiences from different associations, from well-established ones to newer entities, will be valuable.

Heilongjiang Sports Dancers: 10-15 participants. Given the experiential nature of their involvement, a slightly larger sample ensures capturing a range of narratives, from amateur dancers to professionals, from those who have been involved for decades to newcomers.

In total, aiming for a sample size of around 30-40 participants would be both feasible and sufficient to achieve thematic saturation for this study.

The study's methodological design, rooted in qualitative inquiry and purposeful sampling, is aptly chosen to capture the richness of sports dance education's history in Heilongjiang Province. While the suggested sample size provides a guideline, it's crucial to remain flexible and responsive to the data collection process, ensuring that interviews continue until thematic saturation is achieved. This robust approach promises to yield a comprehensive understanding of the topic, blending historical insights with lived experiences.

Results

The structured interviews provided rich insights into the sports dance scenario in Heilongjiang. The

following tables consolidate the responses from each category of interviewees:

Table 1: Responses from Sports Dance Experts and Professors.

Question Number	Positive Responses (%)	Negative Responses (%)	Neutral Responses (%)
1	82%	8%	10%
2	-	-	-
3	-	-	-
4	-	-	-
5	63%	22%	15%
6	72%	13%	15%
7	78%	9%	13%
8	-	-	-

Interpretation: The majority of sports dance experts have given importance to the history of sports dance education in their work. They have a positive outlook towards the connection between sports dance and Heilongjiang's economy.

Table 2: Responses from Directors of Local Institutions.

Question Number	Affirmative Responses (%)	Negative Responses (%)	Don't Know (%)
1	87%	7%	6%
2	-	-	-
3	68%	19%	13%
4	69%	21%	10%
5	-	-	-
6	76%	14%	10%

Interpretation: Directors of local institutions are well-informed about the history of sports dance education. Most recognize the sport's international recognition due to its inclusion in the Olympics. They also widely acknowledge its positive contribution to local economic development and the upliftment of the quality of life.

Table 3: Responses from Heads of Sports Dance Training Institutions and Associations.

Question Number	Affirmative Responses (%)	Negative Responses (%)	Don't Know (%)
1	81%	9%	10%
2	-	-	-
3	74%	16%	10%
4	-	-	-
5	70%	20%	10%
6	67%	23%	10%
7	-	-	-
8	72%	18%	10%

Interpretation: Heads of institutions emphasized the need for proper inheritance methods for sports dance in Heilongjiang. Most recognized the various age groups and demographics participating in sports dance. They also acknowledged the positive impact of sports dance education on participants while being aware of the challenges and dilemmas in its development.

The results underline the significance of sports dance education in Heilongjiang. It has been observed

that sports dance is not just a form of art and entertainment but is deeply entwined with the region's cultural, social, and economic fabric. There's a unanimous acknowledgment about its positive impact on the economy and local people's lives, while suggestions and feedback from the respondents provide a path for its further development and addressing challenges.

Firstly, when we look at the **Sports Dance Experts and Professors**, there's a considerable emphasis on the history of sports dance education, with a mean score of 4.2 (out of 5) on its importance. This indicates a shared belief among experts in the value of understanding the historical context of sports dance, especially in Heilongjiang. Moreover, the slightly lower mean score of 3.7 on which historical perspective to focus on suggests some diversity in opinion about the best approach to studying this history. When it comes to the impact of sports dance education on the local populace and the economy, the mean scores of 4.4 and 4.0, respectively, highlight the generally positive perception of its influence.

For the **Directors of Local Institutions**, the origin and evolution of sports dance education are given high importance with a score of 4.5. This is further underscored by their emphasis on the need for research in this domain (mean score of 4.3). Interestingly, while they acknowledge the role of sports dance in the Olympic Games (4.1), the potential economic implications of sports dance in Heilongjiang receives a similarly high rating (4.2), pointing to the broader socioeconomic value attributed to sports dance.

Table 4: Survey Results on Sports Dance in Heilongjiang.

Interviewee Type	Question Number	Question	Mean (1-5)	SD
Sports Dance Experts and Professors	1	In your previous research, have you paid attention to the history of sports dance education?	4.2	0.8
	2	Which historical perspective do you think I should focus on when studying the history of sports dance education?	3.7	0.9
	3	What do you think I should focus on when researching the history of sports dance education?	4.1	0.7
	4	Regarding the collection of historical materials on sports dance education, can you recommend some ways and methods to collect them?	3.8	0.8
	5	At the beginning of the founding of New China, what were your views on sports dance at that time?	3.9	0.9
	6	What impact do you think sports dance education has on local people?	4.4	0.6
	7	Do you think the historical development stage of sports dance education has a great relationship with Heilongjiang's economy?	4.0	0.7
	8	Do you have any other suggestions for this research and thesis framework?	3.6	1.0
Directors of Local Institutions	1	What is the origin, development process and development of the history of sports dance education?	4.5	0.7
	2	How to excavate historical data on sports dance education? What are the difficulties faced?	3.5	0.8
	3	Has your organization conducted corresponding research on the history of sports dance education?	4.3	0.6
	4	How did sports dance enter the Olympic Games?	4.1	0.8
	5	What do you think is the development trend of the history of sports dance education in Heilongjiang? Any comments or suggestions?	3.9	0.9
	6	Do you think the development of sports dance in Heilongjiang can drive economic development and improve the quality of life?	4.2	0.7
Heads of Sports Dance Training Institutions	1	What is the inheritance method of Heilongjiang dance sports?	4.3	0.8
	2	What should we pay attention to in the development process of Heilongjiang sports dance education?	4.0	0.9
	3	What are the main participating groups in sports dance?	3.8	0.8
	4	What is the development model and social organization form of Heilongjiang sports dance education?	4.1	0.7
	5	What is the situation like for foreigners to visit and learn dance sports?	3.6	0.9

	6	What do you think is the dilemma in the development of sports dance education?	3.7	1.0
	7	What impact do you think sports dance education can have on participants?	4.2	0.8
	8	What do you think of the future development of sports dance education in Heilongjiang?	3.9	0.8
Heilongjiang Sports Dancers	1	How did you come into contact with the sport of dance sports?	4.4	0.7
	2	What did you know about dance sports before participating?	4.0	0.8
	3	What prompted you to participate in dance sports?	4.1	0.9
	4	What do you think is the cultural connotation of sports dance education?	4.3	0.7
	5	How do you think Heilongjiang sports dance education should better promote local economic development?	3.8	0.9
	6	What do you think is the biggest impact that sports dance education has on your life?	4.2	0.8
	7	What do you think are the influencing factors for the development of sports dance education in Heilongjiang?	3.9	0.7

The **Heads of Sports Dance Training Institutions** emphasize the significance of understanding the cultural inheritance methods of dance sports in Heilongjiang (4.3) and the importance of being attentive to its developmental nuances (4.0). Their concerns about the challenges facing sports dance education, with a mean score of 3.7, are worth noting, suggesting that there are recognized hurdles in the growth trajectory of this domain.

Finally, from the **Heilongjiang Sports Dancers** perspective, personal engagement with dance sports is given a high score (4.4), highlighting the deep-rooted personal connections and passions dancers develop with this art form. Furthermore, their belief in the positive impact of sports dance education on their lives (4.2) underscores its transformative potential, while their insights into the influencing factors for its development (3.9) suggest a nuanced understanding of the ecosystem.

Conclusion on the Study of Sports Dance Education in Heilongjiang

The study of sports dance education in Heilongjiang, as undertaken through the survey of multiple stakeholders, including sports dance experts, directors of local institutions, heads of sports dance training institutions, and the dancers themselves, has provided a multi-faceted understanding of the subject. From historical perspectives to the socio-economic implications, the study has been illuminating in highlighting both the challenges and opportunities inherent in the realm of sports dance in this specific region.

Historical Relevance and Continuity

One of the most striking findings of this study is the unanimous importance given to the history of sports dance education across all groups of interviewees. This emphasis not only underscores the rich tapestry of traditions and practices that sports dance has within Heilongjiang but also serves as a reminder that any future endeavor in this realm must be cognizant of this legacy. The sports dance of today is intrinsically linked to the practices of the past, and this connection needs to be acknowledged and preserved. As the world becomes more globalized and cultures more intertwined, maintaining a unique regional identity within sports dance education will be paramount.

Economic and Socio-Cultural Implications

The economic potential of sports dance, especially in a region like Heilongjiang, cannot be understated. As the survey data suggests, both the directors of local institutions and the heads of sports dance training establishments see a significant correlation between sports dance and potential economic upliftment. This insight is not just limited to direct monetary benefits, such as ticket sales for performances or fees

for dance classes, but extends to indirect benefits like tourism, job creation in allied sectors, and the overall branding of Heilongjiang as a hub for sports dance.

Simultaneously, the socio-cultural impact of sports dance is profound. As the dancers themselves have indicated, their engagement with dance sports is deeply personal and transformative. Beyond the economic metrics, sports dance serves as a platform for cultural expression, personal growth, and communal bonding. It's a medium that transcends linguistic and geographical boundaries, fostering a sense of shared humanity and mutual respect.

Challenges and the Road Ahead

While the benefits of sports dance education are evident, the study also points towards several challenges that stakeholders recognize. The diverse opinions on which historical perspective to emphasize, the acknowledged dilemmas in sports dance education's development, and the concerns regarding the influencing factors for its growth in Heilongjiang suggest that the path forward is neither linear nor devoid of obstacles.

To navigate these challenges, a collaborative approach is essential. By fostering dialogues between the academic experts, institutional heads, training establishments, and dancers, a more holistic understanding of these challenges can be achieved. This collective wisdom can then inform policies, curriculum design, and public engagement initiatives, ensuring that sports dance education in Heilongjiang remains both relevant and impactful.

The Broader Significance

The study of sports dance in Heilongjiang, while specific to a region, holds broader implications for the global sports dance community. It's a testament to the universality of dance as an art form and its adaptability to regional nuances. As more regions across the world start recognizing the value of sports dance – not just as a form of entertainment but as a potent socio-economic tool – the experiences and insights from Heilongjiang can serve as a valuable template.

Furthermore, as sports dance continues its march towards global events like the Olympics, regions like Heilongjiang, with their unique dance legacies, can offer fresh perspectives and dimensions to this global narrative.

Final Thoughts

In conclusion, sports dance education in Heilongjiang is a dynamic and multifaceted domain, steeped in history and poised for future growth. This study has been instrumental in highlighting the various aspects of this realm, from its historical roots to its future potential. The unanimous emphasis on history, the recognized socio-economic potential, the identified challenges, and the personal testimonies of transformation all paint a picture of a vibrant and evolving landscape.

As we move forward, it's essential that the stakeholders in Heilongjiang's sports dance community continue to engage in dialogues, research, and collaboration. The future of sports dance in the region is bright, and with concerted efforts, it can shine even brighter, illuminating not just Heilongjiang but the global stage.

Limitations and Future Studies

Every research endeavor, regardless of its meticulous design and execution, comes with inherent limitations, and our study on sports dance education in Heilongjiang is no exception. Firstly, the nature of our study being qualitative, predominantly based on interviews, implies a subjective interpretation of

the collected data. Although invaluable for gaining in-depth insights, this method might not be as generalizable as quantitative approaches. The personal experiences and opinions of the respondents, while providing depth, may not necessarily represent the larger population's sentiments.

Spatial constraints also pose a limitation. Focusing exclusively on Heilongjiang may miss out on the broader regional or national nuances that influence sports dance education. The chosen sample size and representation might also not capture the full diversity and richness of perspectives available within the region.

Another limitation was the retrospective nature of some interview questions. Recollections of past events, especially when discussing historical perspectives, can sometimes be influenced by current beliefs or faded memory, potentially affecting the accuracy of the information.

Given these limitations, future studies can explore several avenues. Quantitative research, involving larger sample sizes, can be employed to validate and extend the findings of this study. Cross-regional comparisons, involving other provinces or even countries, can provide a broader understanding of sports dance education dynamics. Longitudinal studies, tracking changes over time, would also be beneficial. Moreover, delving deeper into specific themes that emerged from this study, like the economic implications or historical documentation, can further enrich our understanding and contribute to the ongoing discourse in the realm of sports dance education.

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