

RESEARCH ON INTEGRATED TEACHING AND ASSESSMENT IN JUNIOR HIGH SCHOOL DANCE EDUCATION: A CASE STUDY OF MONGOLIAN DANCE



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Received : September 9, 2024; **Revised** : March 20, 2025; **Accepted** : April 29, 2025

Abstract

The introduction of the "2022 Art New Curriculum Standards" policy has deepened the direction of the current new curriculum reform and put forward new requirements for the cultivation of students' dance abilities in dance classroom teaching. Among them, it is clear that the integration of "teaching learning evaluation" is the main trend of future dance teaching. Therefore, in middle school dance teaching, teachers need to establish clear teaching objectives and design reasonable teaching plans based on students' ability formation and literacy cultivation. At the same time, it is necessary to improve the evaluation methods and closely integrate evaluation with teaching and learning. By promoting the integration of "teaching learning evaluation", teachers can promote the improvement of students' dance literacy. This article takes the teaching of Mongolian dance in junior high school dance ethnic folk dance as an example, and elaborates on the integrated teaching strategy of "teaching learning evaluation" in junior high school dance from three aspects: teaching, learning, and evaluation. It better explains how to implement this concept in practical teaching and improve students' comprehensive quality in dance.

Keywords: Junior High School Dance, Integrated Teaching-Learning-Assessment, Teaching Mongolian Dance

Introduction

Dance education is of great significance for students' aesthetic ability, physical coordination ability, and artistic cultivation. In middle school dance teaching, how to improve teaching effectiveness and promote students' comprehensive development is the focus of attention for educators. The integrated teaching model of "teaching learning evaluation" combines teaching, learning, and evaluation organically, providing new ideas and methods for middle school dance teaching. This teaching model clearly defines teaching objectives, ensuring that teachers' teaching methods, students' learning processes, and teaching evaluations are coordinated and consistent with each other. In the past, middle school dance teaching had the problem of teaching, learning, and evaluation being independent of each other and lacking effective connections, resulting in low teaching efficiency and limited teaching effectiveness. In the context of the new curriculum standards, the integrated model of

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"teaching learning evaluation" can closely integrate the three links of teaching, learning, and evaluation, with teaching as the foundation, learning as the core, and evaluation as the basis, supporting each other, improving teaching quality and efficiency, and promoting the development of students' dance literacy. This article takes the teaching of ethnic, folk, and Mongolian dance in junior high school as an example to explore the integrated teaching strategy of "teaching learning evaluation" in junior high school dance.

Literature Review

In recent years, with the continuous advancement of education reform, the integrated teaching mode of "teaching learning evaluation" has received widespread attention in the field of education. In the field of dance education, scholars have gradually realized that the traditional dance teaching model has the problem of disconnection between teaching, learning, and evaluation, which affects the teaching effectiveness and the comprehensive development of students. Some studies emphasize the importance of clear and scientific teaching objectives for the integration of "teaching learning evaluation", suggesting that teachers should develop reasonable teaching objectives based on curriculum standards and students' actual situations to guide the selection of teaching activities and evaluation methods. In terms of teaching content, research suggests that diversity, interest, and practicality should be emphasized, and dance skills should be combined with cultural background knowledge to stimulate students' interest and enthusiasm for learning. For the concept of learning as the center, research suggests that students' subject status should be highlighted, vivid learning situations should be created, and students' autonomous learning ability and innovative spirit should be cultivated. In terms of evaluation, most scholars advocate increasing the number of evaluation subjects, achieving diversity in evaluation, and optimizing the evaluation system to ensure the efficiency and scientificity of evaluation. Not only should we pay attention to students' learning outcomes, but we should also value their performance and progress during the learning process.

In summary, existing research has provided rich theoretical and practical foundations for exploring the integrated teaching strategy of "teaching learning evaluation" in junior high school dance. However, further in-depth research and practical exploration are still needed in the specific application of ethnic dance teaching.

Research Methods

This article mainly adopts the following research methods:

1. Literature research method

By sorting and analyzing relevant dance education policies, teaching theories, and research literature on the integration of "teaching learning evaluation", this study provides a theoretical basis and reference basis for the research in this article.

2. Case analysis method:

Taking the teaching of Mongolian dance in junior high school dance ethnic folk dance as a specific case, this study deeply analyzes the application strategies and effects of the integration of "teaching learning evaluation" in practical teaching, making the research more targeted and practical guidance.

3. Observation method: Observe

the performance of students and the teaching behavior of teachers in the middle school dance teaching process to obtain first-hand information, in order to understand the implementation and existing problems of the "teaching learning evaluation" integrated model.

This study adopts a mixed research method, combining quantitative and qualitative analysis, to comprehensively explore the current development status, implementation effects, and challenges faced by the school-based curriculum of Yao culture. Collect data and information through questionnaire surveys, in-depth interviews, and field investigations in order to systematically analyze the practical experience and improvement strategies of Yao culture school-based curriculum in the context of global minority cultural education.

Research result

1. Based on teaching, integrate learning and evaluation

1.1 Under the guidance of the new curriculum standards, design teaching objectives

The key to implementing the integration of "teaching learning evaluation" lies in establishing teaching objectives based on curriculum standards and using them as guidance to implement precise classroom teaching. In middle school dance teaching, in order to achieve an integrated educational process, teachers need to be guided by the cultivation of core competencies, combined with the development laws of students, and formulate scientific and reasonable teaching objectives.

Firstly, teachers should use the curriculum standards as a basis to deeply interpret the teaching content and requirements of dance courses for different grades. They need to clarify the learning objectives, knowledge points, skills, and emotional attitude development requirements for each grade level. Secondly, teachers should have a comprehensive understanding of students' specific learning situations, including their interests and hobbies, dance experience, physical fitness, and other aspects. By understanding the individual differences and developmental levels of students, teachers can develop targeted teaching objectives to meet the learning needs of different students. Thirdly, teachers need to ensure the practical feasibility of teaching objectives. They should arrange learning progress and teaching content reasonably based on the actual situation of students and the limitations of teaching resources, in order to achieve the expected teaching effect. By formulating scientifically reasonable teaching objectives based on curriculum standards, teachers can provide clear guidance for classroom teaching, offer targeted teaching activities and evaluation methods. So as to help teachers better guide students' learning and promote their comprehensive development of literacy.

In teaching Mongolian dance, according to the requirements of the curriculum standards, teachers need to establish the following teaching objectives to help students comprehensively grasp the learning direction of dance: first, understand the basic elements, movements, and forms of expression of dance: The teacher aims to use teaching activities to help students understand the basic components of dance and master common dance movements and forms of expression. Secondly, mastering the characteristics of dance techniques and styles: Teachers focus on cultivating students' dance skills, enabling them to proficiently use different dance steps and movements, and understand the unique features of dance styles. Thirdly, understanding representative works of ethnic dances with rich ideological connotations: Teachers will guide students to combine relevant cultural backgrounds to explain the reasons for the formation of dance movement styles in various regions, ethnic groups, and countries. This can cultivate students' confidence in national culture and enhance their understanding and respect for different cultures. Through the above three teaching objectives, teachers can help students comprehensively understand and comprehend Mongolian dance as a form of ethnic dance, improve their skills and expression abilities, and cultivate students' confidence in their own ethnic culture. Meanwhile, teachers can also promote cross-cultural communication and understanding through students' explanations of dance styles from different cultural backgrounds, and cultivate students' global perspectives and international awareness.

The teaching objectives are divided into three aspects: dance ability, cultural cognition and understanding, and emotional expression. One is the goal of dance ability: students can improve their skills in Mongolian dance through practice and performance. Students are able to showcase their personality and style, and have confidence and charm in dance expression on stage. Students are able to coordinate movements and rhythms in collective cooperation, forming a neat and orderly dance performance. The second goal is cultural cognition and understanding: students can have a deep understanding and knowledge of the history, traditional customs, and religious beliefs of the Mongolian ethnic group, and enhance their understanding of Mongolian culture. Students can obtain more information and

insights about Mongolian culture from teachers or materials. Students can use a variety of learning resources, such as books, dance video materials, etc., to expand their knowledge of Mongolian culture. The third is the goal of emotional expression: to cultivate students' appreciation and respect for Mongolian culture, and to enhance their ability and willingness for cross-cultural communication. By performing Mongolian dance, we aim to inspire students' love and pursuit of artistic beauty, and cultivate their aesthetic taste. Cultivate students' tolerance towards multiculturalism, enhance their international perspective and open thinking. These three teaching objectives are of great significance for students' learning and growth from different perspectives. The dance ability goal will help students improve their skill level, accurately express the movement elements and style characteristics of Mongolian dance, and understand the connotation of dance. The cultural literacy goal focuses on understanding the history, traditions, customs, and other aspects of the Mongolian ethnic group, enabling students to have a more comprehensive understanding of Mongolian culture and its relationship with dance. The goal of emotional expression is to enable students to deeply experience the beauty and uniqueness of ethnic minority culture through the combination of music and dance, cultivate their love and admiration for ethnic minority culture, and enhance their national confidence and cross-cultural communication skills.

1.2 Expand teaching content based on teaching objectives

In the teaching mode, the planning and design of teaching content are crucial links. Once the teaching objectives are determined, there is clear guidance for the design of teaching content, and the development of teaching activities will revolve around achieving these objectives (Li Hua, 2021).

The design of teaching content should fully consider the following aspects: firstly, logical structure: organizing teaching content in a certain logical order (Chen Ming, 2019). Guide students to gradually deepen their understanding of dance skills, cultural background, and emotional expression from simple to complex, from the surface to the inside. The second is diversity and fun: injecting diverse teaching content to stimulate students' interest and enthusiasm for learning. Students can develop a strong interest in dance, culture, and emotional expression through various forms such as visual materials, music appreciation, group discussions, and role-playing. The third is practicality and experientiality: teaching content should incorporate elements of practice and experience, so that students can consolidate their learned knowledge through personal participation. For example, organizing students to perform actual dances, visit relevant venues or folk exhibitions, and engage in interactive communication to allow students to deeply experience and deepen their understanding and experience of Mongolian dance. The fourth is interdisciplinary integration: combining knowledge from different disciplines with Mongolian dance, breaking down disciplinary boundaries, and enhancing students' interdisciplinary thinking abilities. For example, through the perspectives of history, geography, music, literature, etc., we can gain a more comprehensive understanding of the cultural connotations and historical origins behind Mongolian dance. When planning and designing teaching content, it is necessary to comprehensively consider teaching objectives, students' characteristics and needs, as well as the feasibility of teaching resources. By designing reasonable and rich teaching content, students' interest in learning can be stimulated, learning effectiveness can be improved, and teaching activities can be closely centered around teaching objectives, achieving the organic unity of the three links of "teaching learning evaluation".

In middle school dance teaching, students need to master the following key content to learn Mongolian dance. One is basic movements and postures: Students need to learn the basic movements of Mongolian dance, such as horse steps, stomping, waving, shaking their head, etc. At the same time, they also need to learn the correct body posture and dance posture to showcase beautiful dance forms. The second is rhythm and rhyme: Mongolian dance is famous for its unique rhythm and rhyme. Students need to experience and understand the rhythm of Mongolian dance music, learn to perform dance according to the beat of the music, and thus form a tacit resonance with the music. The third aspect is style and characteristics:

Mongolian dance has strong ethnic characteristics. Students need to understand the style and characteristics of Mongolian dance, including the expression of dance movements such as bold, unrestrained, and a combination of hardness and softness. By mastering these characteristics, students can better interpret and perform the unique charm of Mongolian dance. The fourth aspect is expressiveness and emotional expression: Mongolian dance emphasizes the emotional expression and dance performance of dancers. Students need to convey the emotions and connotations of dance through dance movements and facial expressions, so that the audience can deeply feel the emotions that dance aims to express. Fifth, cultural background and historical knowledge: Understanding the cultural background and historical knowledge of Mongolian dance can better understand and interpret dance. Students can learn about traditional Mongolian culture, folk customs, and other related topics to enrich their understanding and appreciation of Mongolian dance. Sixth, dance creation and innovation: Encourage students to engage in dance creation and innovation, allowing them to unleash their creativity and imagination. By choreographing their own Mongolian dance works, students can showcase their personal style and artistic expression, while also injecting new elements and vitality into dance art.

In the teaching process, in order to help students better understand and express the cultural connotations of dance, teachers will continuously enrich and expand the teaching content for students on the basis of the original teaching content. Teachers can use various teaching methods, such as demonstration, explanation, practice, and performance, to help students gradually master the techniques and expressive power of Mongolian dance. At the same time, cultivate students' interest and love for Mongolian dance, and promote their understanding and inheritance of ethnic culture. This teaching method can stimulate students' learning motivation, improve their dance skills, and allow them to showcase their talents and charm on stage. In dance teaching, teachers usually introduce the customs and traditions of the Mongolian ethnic group to students first, and then play some representative dance plays to help students better understand and grasp the ethnic emotions and movement design in Mongolian dance. Finally, the teacher trains and learns the dance elements of Mongolian dance through different combinations, and integrates them into a complete Mongolian dance combination, allowing students to experience the style and characteristics of Mongolian dance through body language, understand its forms of expression, and thus improve their dance appreciation ability.

In the above teaching activities, teachers are based on the teaching objectives and requirements of dance courses, starting from the background and movement characteristics of dance, continuously expanding and enriching the teaching content, explaining and training knowledge and dance movement elements related to Mongolian dance, culture, etc. Through different dance elements, small training combinations are formed under the careful arrangement of teachers, combined with Mongolian song accompaniment, so that students have a deeper and more comprehensive understanding of Mongolian folk dance, and also make students more receptive to learning Mongolian dance (Yu Xiao, 2019).

2. Centered around learning, integrating teaching and evaluation

2.1 Create vivid situations and cultivate interest in learning

In the integrated teaching evaluation of junior high school dance, attention should be paid to stimulating students' initiative and highlighting their subject status (Sheng Hong, 2022). By changing the original passive learning approach to student-centered active learning, determining teaching content and evaluation criteria based on students' learning situations, and achieving an organic combination of teaching and evaluation. In the process of middle school dance teaching, dance teachers need to fully tap into students' subjective initiative, promote their participation in practical combinations and drama training, ensure that the learning content is closely linked to the teaching objectives, and that the learning results match the evaluation criteria, in order to promote the unity and integration of the entire teaching process.

Mongolian dance is a type of Mongolian folk dance with unique characteristics. The following are several main characteristics of Mongolian dance:

One is bold and unrestrained: Mongolian dance movements are grand and unrestrained, reflecting the brave and bold personality traits of the Mongolian people. The second is the combination of strength and softness: Mongolian dance movements have the characteristics of both strength and softness, showing a perfect combination of strength and beauty. Thirdly, the rhythm is distinct: The music rhythm of Mongolian dance is usually bright and powerful, with dance movements closely coordinated with the music rhythm, giving people a strong sense of rhythm. The fourth is the grassland characteristics: Mongolian dance often features movements that imitate grassland life and animal forms, such as horseback riding, archery, eagle spreading its wings, etc., demonstrating the Mongolian people's love for grassland life and reverence for nature. The fifth aspect is emotional expression: Mongolian dance emphasizes the expression of emotions, conveying various emotions such as joy, sadness, and heroism through dance movements and facial expressions. The sixth aspect is clothing characteristics: Mongolian dance costumes are usually brightly colored and decorated with gorgeous decorations, reflecting the traditional culture and aesthetic concepts of the Mongolian ethnic group. Number seven is mass: Mongolian dance is a form of mass dance, where people often dance together during festivals, celebrations, and other occasions, creating a strong atmosphere of ethnic unity and joy. These characteristics give Mongolian dance a unique artistic charm and make it an important part of Mongolian culture.

In the process of dance teaching, teachers will first choose to use multimedia devices to show students the vast grasslands of Inner Mongolia and the Mongolian yurts scattered on the grasslands, helping students have a cognitive process about the Mongolian ethnic group. Next, the teacher played videos of Mongolian horse racing, dance, worship and other cultural activities to help students understand the cultural characteristics and ethnic customs of the Mongolian people. When students learn dance combinations and plays, they can accurately grasp the characteristics of dance movements. Finally, the teacher will have students wear several sets of Mongolian ethnic costumes and use relevant props to observe Mongolian costumes up close, compare their similarities and differences with other ethnic costumes, and discover the unique ethnic characteristics of the Mongolian people. These costumes can also serve as teaching aids for students to perform dance, in order to cultivate their enthusiasm for exploring and expressing ethnic minority dances. By creating a concrete, vivid, and rich teaching environment, students can gain a deeper understanding of Mongolian culture while learning dance. This teaching method not only enables students to acquire more knowledge about the Mongolian ethnic group, but also enables them to have a deeper understanding of the meaning and connotation of Mongolian dance. As students deepen their understanding of ethnic culture and dance movements, their comprehension of Mongolian dance will become even more profound. They are able to accurately grasp the characteristics of dance movements and better express the emotions and connotations of dance movements. Through practice and participation, students can better appreciate the unique emotions and cultural values conveyed by Mongolian dance.

2.2 Design dance combination training and implement student ability development

In order to achieve the integration of "teaching learning evaluation" in dance classrooms, teachers should allow students to engage in artistic perception and physical expression through their own perception, exploration, and experience during the learning process. Practicing dance movements is the best way to learn. In teaching, teachers should closely adhere to the teaching objectives, take ability cultivation as the guide, design practical exercises of dance movements or combinations, combine teacher's teaching with students' learning, incorporate the results of classroom learning into the evaluation system, truly integrate teaching, learning, and evaluation, and promote students' growth and development.

In dance classes, teachers should create diverse learning opportunities and encourage students to deepen their understanding of the meaning and expression of dance through practical operation, experience, and performance of dance movements. Through independent perception and physical expression, students can develop sensitivity to music rhythm, spatial

coordination, and physical expression, and further develop their dance skills and artistic talents. At the same time, teachers should integrate teaching objectives throughout the classroom to ensure that students can achieve the expected ability development goals in practicing dance movements. Teachers should evaluate students' performance in a timely manner through observation, guidance, and feedback, and provide personalized guidance and suggestions to promote their personal progress and comprehensive development. Ultimately, by organically combining teaching, learning, and evaluation, dance classes can become a truly stimulating place for students' growth and development. Students can not only deepen their understanding of dance through artistic perception and physical expression, but also cultivate their ability to express themselves, creativity, and teamwork spirit. This integrated teaching model will stimulate students' enthusiasm for learning and improve their appreciation and expression level of dance art.

When teaching Mongolian dance repertoire or practicing Mongolian dance combinations, teachers will use rich Mongolian dance elements, movements, and characteristic music to design the curriculum. In order to improve students' basic dance skills, teachers will adopt various training activities, such as demonstration exercises, action decomposition teaching, and practicing with music. These activities help students master the basic dance movements and music melodies. In addition, through rhythmic beats, students can master the elements of dance rhythm, intensity, strength, and speed, as well as understand dance movements and music rhythm, intensity rules, etc. Teachers will create dance movements or combinations based on the characteristics of Mongolian music, and practice and perform them in conjunction with Mongolian music. Encourage students to showcase themselves, release their inner emotions, and showcase the bold and passionate spirit of the Mongolian people. In dance classes, students have the opportunity to express their understanding and love for Mongolian dance through performances. This approach can stimulate students' creativity and expressiveness, and cultivate a deep understanding and appreciation of Mongolian culture during the learning process. All of these course designs can help students improve their dance performance skills from different perspectives.

3. Promoting teaching and learning through evaluation

3.1 Increase the number of evaluation subjects and promote the diversification of evaluations

Evaluation plays an important role in classroom teaching and is a key method and means for teachers to evaluate teaching effectiveness and understand students' learning situation. In order to make the evaluation more comprehensive, teachers can adopt diversified methods to expand the evaluation subject to various aspects such as teachers, students, colleges, or schools. This can provide more diverse feedback and help teachers and students adjust their teaching and learning plans based on actual situations.

Taking Mongolian dance teaching as an example, teachers have adopted various methods of evaluation, such as teacher evaluation, student self-evaluation, and student peer evaluation, in order for students to have a more comprehensive understanding of their learning situation. Through practicing various aspects such as mastering dance elements, dance rhythm, expression intensity, and emotions, teachers have developed specific evaluation criteria and evaluated students' dance performance based on these criteria. In addition, teachers will also invite other dance teachers or dance students to observe and evaluate, in order to further improve the objectivity and accuracy of the evaluation. This diversified evaluation method allows students to receive feedback from different perspectives, helping them better develop and improve their dance skills and artistic expression abilities.

In Mongolian dance teaching, various evaluation methods are adopted to promote students' comprehensive development and improvement. Firstly, students conduct self-evaluation, reflect on their performance, point out areas where they have mastered well and areas that need improvement, and propose specific improvement methods. This helps cultivate students' self-awareness and self-reflection ability. Secondly, teachers will organize students to perform in groups. During the mutual evaluation process, students use common evaluation

criteria to assess the performance of other groups and provide feedback. This mutual evaluation not only cultivates students' ability to appreciate dance, but also helps them discover issues they may have overlooked. By evaluating others and listening to their own evaluations, students can continuously grow through interaction. Finally, the teacher will provide a summary evaluation to further improve the students' dance performance. Teachers can point out problems that students have not noticed and provide specific and professional advice. If conditions permit, teachers can also invite Mongolian experts or dance professors to provide professional feedback on students' performances. Such professional evaluations not only help students improve their skills, but also deepen their understanding of the ethnic cultural connotations conveyed by dance. Through the application of various evaluation methods mentioned above, Mongolian dance teaching can comprehensively, specifically, and professionally assess students' performance, promoting their artistic growth and personal development.

By introducing diverse evaluation subjects, including student self-evaluation, peer evaluation, and teacher evaluation, teachers not only promote the diversified development of evaluation, but also cultivate students' appreciation, analysis, summarization, and reflection abilities, and improve their dance art literacy. This diversified evaluation mechanism provides students with more comprehensive evaluation information. Through self-evaluation, students can examine their performance from their own perspective and gain a deeper understanding of their strengths and areas for improvement. Mutual evaluation encourages students to pay attention to the performance of others, cultivates their ability to evaluate fairly and objectively, and increases opportunities for mutual learning and communication. As the opinions and suggestions of professional guides, teacher evaluation plays an important guiding role in students' growth. In addition, this evaluation mechanism also cultivates students' abilities in appreciation, analysis, summarization, and reflection. Students need to observe, compare, and analyze different dance performances during the evaluation process, identify strengths and weaknesses, and be able to summarize experiences and lessons learned. Meanwhile, by reflecting on their own and others' performances, students can continuously improve their artistic practices, enhance their performance skills and dance techniques. The implementation of this evaluation mechanism helps to improve students' dance art literacy. Through diversified evaluation methods, students can have a more comprehensive understanding of their strengths and weaknesses in dance art, as well as comparisons with others. This understanding can stimulate students' learning motivation, constantly pursue progress, and actively participate in artistic practice. At the same time, through communication and interaction with others, students can also draw experience and inspiration from other classmates, enriching their dance art literacy. Therefore, by introducing diverse evaluation subjects and incorporating student self-evaluation, peer evaluation, and teacher evaluation into the evaluation mechanism, teachers play an important role in promoting the diversification of evaluation, cultivating students' appreciation, analysis, summarization, and reflection abilities, and improving students' dance art literacy.

3.2 Optimize the evaluation system to ensure the efficiency of evaluation

In the implementation of the integrated dance teaching process of "teaching learning evaluation", teachers need to fully utilize the guiding role of teaching evaluation. By utilizing feedback from teaching evaluation, continuously improving and enhancing teaching and learning outcomes, evaluation becomes a driving force for mutual promotion between teaching and learning, achieving an organic combination of teaching, learning, and evaluation. In this process, teachers should continuously improve the evaluation system, including process evaluation, performance evaluation, and developmental evaluation. The purpose of doing so is not only to focus on students' learning outcomes, but also to pay attention to their performance and gains in the learning process. By observing students' learning process, grasping the key nodes of their growth, and helping them improve their artistic expression ability. Teachers should pay attention to the diversity of evaluation in dance teaching, not only valuing students' achievements, but also paying attention to their efforts and progress in the learning process.

Through a comprehensive evaluation system, teachers can have a more accurate understanding of students' learning situations and provide targeted guidance and support to promote their all-round development.

For example, when evaluating students' performance in Mongolian dance groups or plays, teachers use various evaluation methods to help students achieve growth and progress through evaluation. Teachers comprehensively evaluate students' performance throughout the entire learning process based on teaching objectives, including dance body language, mastery of dance elements, dance emotional attitudes, dance skills, and dance expression and creativity. This comprehensive evaluation method has changed the previous evaluation model of "success or failure based on results", focusing on the cultivation and exercise of students' abilities in teaching. Through feedback and guidance in the evaluation, students can have a more comprehensive understanding of their strengths and weaknesses, and improve their abilities in Mongolian dance in a targeted manner. This evaluation method can not only enhance students' confidence and sense of achievement, but also stimulate their learning motivation and enthusiasm. Students will realize that teachers pay attention to and value their personal development, rather than just pursuing the results of performances. Therefore, students will focus more on improving their skills and exploring artistic expression, thus achieving richer and deeper progress in Mongolian dance learning.

In addition, teachers will also conduct performance evaluations on students' performances. This evaluation is conducted from multiple perspectives such as students' dance performance, dance movement processing, and emotional attitudes, aiming to promote students' comprehensive development in basic abilities, performance skills, dance techniques, and emotional expression abilities. By evaluating students' dance performance, teachers can assess their natural fluency, accuracy in facial expressions and body language, as well as the degree of connection between movements and dance. This helps improve students' stage performance ability and artistic charm. Teachers will also pay attention to students' processing and application skills of dance movements. The focus of evaluation may include the accuracy of footwork, coordination of dance movements, stability of body control, etc. This evaluation helps students develop solid dance skills and enhance their technical proficiency in performance. At the same time, teachers will also evaluate students' performance in emotional attitudes, including their understanding and expression of the roles in the play, the natural fluency of emotional transitions, and their ability to convey emotions about the theme of the dance work. Through this evaluation, teachers can help students enhance the depth and authenticity of emotional expression, making their performances more infectious. In summary, this evaluation method aims to stimulate students' comprehensive development and promote their progress in basic abilities, performance skills, dance techniques, and emotional expression abilities. By evaluating from different perspectives, teachers can provide comprehensive guidance to students, enabling them to achieve more comprehensive and outstanding achievements in Mongolian dance learning.

In addition, teachers will conduct developmental evaluations on students to explore their potential and development possibilities in the field of dance. This evaluation mainly focuses on two aspects: first, whether students can fully and accurately perform dance works or combinations. Teachers will evaluate whether students can understand and accurately present the entire dance piece or combination, including the structure, rhythm, and movements of the dance. Through such evaluation, teachers can understand students' abilities and levels in deduction, and provide guidance for further learning. The second is whether students can demonstrate creative and imaginative abilities while mastering the basic elements of dance.

teach

The teacher will evaluate whether students can flexibly apply the basic elements of dance they have learned and create in a unique way. This evaluation not only assesses students' creativity and imagination, but also reflects their understanding of dance art and personal expression ability. Through the developmental evaluation of students, teachers can not only understand their current abilities and levels, but also accurately assess the abilities and levels

that students may achieve in the future. This evaluation not only helps to tailor suitable study plans for students, but also provides them with the correct direction and guidance for their development. In summary, developmental evaluation plays an important role in dance learning, laying a solid foundation for students' growth.

Discuss

In the research on middle school dance teaching based on the integration of "teaching learning evaluation", the teaching objectives not only meet the requirements of the curriculum standards, but also adapt to the needs of curriculum teaching. They can guide the development of teaching activities, provide students with clear learning objectives, and become an important basis for teaching evaluation. In this way, the teaching process can be targeted, students' learning becomes goal oriented, and evaluation can more objectively assess students' learning outcomes. This organic unity of teaching, learning, and evaluation can effectively promote the development of teaching, provide clear guidance for teaching, set clear goals for learning, and have scientific basis for evaluation.

In the research on the integration of teaching learning evaluation in junior high school dance teaching, the comprehensive teaching method not only provides professional learning of Mongolian dance, but also cultivates students' aesthetic ability, performance desire, and respect for multiculturalism. Students using Mongolian ethnic costumes and props for dance performances not only showcase their talents, but also deepen their understanding and knowledge of minority cultures. Through this teaching process, students are able to express the unique features of Mongolian dance in a more accurate, profound, and comprehensive way. They will also gradually realize the connections and values between different cultures, and cultivate the ability for cross-cultural communication and cooperation.

By continuously improving the evaluation system and expanding the evaluation methods, teachers can comprehensively observe students' performance from multiple perspectives and different angles, and accurately capture their strengths and advantages. At the same time, teachers can also point out areas where students need improvement and provide them with specific guidance and suggestions. This comprehensive evaluation method truly realizes the guiding role of evaluation in teaching and learning, motivating students to continuously improve. Through diversified evaluation methods, teachers can assess students' dance skills, performance abilities, creativity, emotional expression, and other aspects. This evaluation method enables teachers to comprehensively understand the overall development of students, rather than being limited to a single measurement standard. At the same time, the evaluation results can directly guide the teaching process, help teachers adjust teaching strategies based on students' performance, and better meet students' learning needs. In addition, through the feedback mechanism of evaluation, students can clearly understand their strengths and weaknesses, and thus improve their shortcomings in a targeted manner. This timely feedback and guidance motivate students to actively engage in learning and continuously improve their performance level. In summary, teachers have achieved comprehensive evaluation and guidance of students by improving the evaluation system and expanding evaluation methods. This integrated model of "teaching learning evaluation" promotes the comprehensive development of students and also drives the continuous optimization and improvement of the teaching process.

Summary and suggestion

In short, the integrated model of "teaching learning evaluation" will become the mainstream teaching mode for a considerable period of time, playing a key role in promoting the reform and development of dance teaching. Middle school dance teachers should actively adopt this model, take students as the center, guide learning through the teaching process, and closely combine evaluation with teaching, so as to improve the quality and efficiency of dance teaching and promote the overall development of students. In practice, teachers should

carefully design teaching content and methods based on students' actual situations and needs. By flexibly utilizing various teaching methods, we can stimulate students' interest and initiative in learning, making them active learners. At the same time, teachers should continuously guide students to conduct self-evaluation and teacher evaluation in order to adjust teaching strategies in a timely manner and provide personalized guidance. In addition, teachers should pay attention to the consistency between teaching and evaluation, ensuring that the evaluation results are true, objective, and can directly guide students' learning. Teachers should accurately grasp students' performance, provide timely feedback and guidance, help them clarify their strengths and development directions, and thus promote their continuous progress in the field of dance.

In summary, the integrated model of "teaching learning evaluation" is an effective way to promote dance teaching reform and students' comprehensive development. Middle school dance teachers should make continuous efforts to actively practice this model, so as to improve the teaching effect, cultivate students' artistic quality and creativity, and lay a solid foundation for their future development.

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