



Guided By Sustainable Development Theory: Research on Hierarchical Cultivation Path in Dance Activities For 3-6 Year old Children

Xin shuangshuang,Yao chen

Shanghai Sibo Vocational and Technical College 201399,China

KEYWORDS

Stratified training;

Sustainable development;

Cognitive development;

Dance movements

ABSTRACT

During the critical growth stage of children aged 3–6, dance education plays a prominent role in their physical, cognitive, emotional and social development. Based on the concept of sustainable development, this study systematically reviews theories of early childhood education, physical literacy and dance education, clarifies the connotation and requirements of the concept in early childhood dance education, and identifies gaps in existing research. Guided by principles such as developmental, it constructs a hierarchical physical literacy training path for young children's dance learning, categorizing children by age and ability with tailored teaching methods. The findings provide a scientific framework for early childhood dance teaching, enhance teaching effectiveness, stimulate children's learning interest, facilitate teachers' professional growth, and offer insights for the scientific advancement of early childhood education.

INTRODUCTION

During the critical period of young children's growth, dance education, as a unique and diverse educational approach, plays an undeniable role in the development of children aged 3-6. From the perspective of physical development, young children are in a stage of rapid bone and muscle development. Various movements in dance activities, such as walking, running, jumping, and spinning, can effectively exercise children's muscle strength, enhance joint flexibility and agility, promote the coordinated development of large and small muscle groups, and lay the foundation for children's good body posture and exercise ability. At the level of cognitive development, young children's thinking is mainly based on concrete and visual thinking. Dance, through vivid movements, cheerful rhythms, and rich contexts, can stimulate children's observation, attention, and memory. For example, when learning a dance that imitates small animals, young children need to carefully observe the shape and movement characteristics of the animals, remember the order and key points of the dance, which helps

to improve their cognitive abilities. In terms of emotional and social development, dance provides young children with an outlet to express their emotions, allowing them to release their emotions and enhance their confidence through dance. Collective dance activities can also cultivate children's teamwork awareness and social skills, allowing them to learn how to collaborate, share, and communicate with peers.

With the development of society and the updating of educational concepts, the concept of sustainable development has gradually penetrated into various fields of education. Integrating the concept of sustainable development into early childhood dance education is of great significance. The concept of sustainable development emphasizes the long-term benefits, comprehensiveness, and harmonious coexistence between individuals and the environment of education. Incorporating this concept into early childhood dance education can help break the short-term utilitarian goals that may exist in traditional

* Corresponding author. E-mail address: xindyxin@163.com

Received date:January 10, 2026; Revised manuscript received date: January 20, 2025; Accepted date: January 25, 2025; Online publication date:January 30, 2026.

Copyright © 2025 the author. This is an open access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>).



dance education, such as simply pursuing training in dance skills, but placing more emphasis on the comprehensive and long-term development of children's physical literacy. Guided by the concept of sustainable development, early childhood dance education can pay attention to the individual differences and developmental rhythms of each child, provide them with a sustainable dance learning environment and content, and promote their sustainable growth in physical, psychological, emotional, and other aspects. This is not only beneficial for the healthy development of young children in their early childhood stage, but also lays a solid foundation for their future learning and life, and has a positive demonstration effect on promoting the scientific development of the entire field of early childhood education.

1. Current research status of early childhood dance education

In China, research on early childhood dance education is gradually receiving attention, and related research results are constantly emerging. In terms of educational goals, many scholars emphasize that early childhood dance education should not only focus on imparting dance skills, but also pay attention to the comprehensive development of young children. Through dance education, cultivate children's aesthetic ability, creativity, expressiveness, and emotional expression ability. In terms of teaching content, research suggests that dance materials should be selected based on the age characteristics and interests of young children, such as selecting child friendly dances, ethnic and folk dances, etc., so that the dance content is close to the children's life experience and stimulates their learning interest. In terms of teaching methods, advocating diversified teaching methods such as story introduction method, game teaching method, situational teaching method, etc., to improve children's learning enthusiasm and initiative. For example, by telling an interesting story and incorporating dance movements into the story, children can learn dance in context, enhancing the fun of dance learning.

Research on early childhood dance education in foreign countries started earlier and has accumulated rich experience in educational concepts and teaching practices. In terms of educational philosophy, it emphasizes putting young children at the center, respecting their individual differences and developmental needs, and focusing on cultivating their

self-learning ability and innovative spirit. In teaching practice, diversified teaching modes are adopted, such as improvisational dance teaching, creative dance teaching, etc., to encourage children to unleash their imagination and creativity, and freely express their emotions and ideas. Foreign countries also place great emphasis on the integration of dance education with other disciplines, such as combining dance with music, art, literature, and other subjects to broaden children's artistic horizons and cultivate their comprehensive artistic literacy.

However, existing research on the cultivation of physical literacy in early childhood dance education still has certain shortcomings. In terms of training objectives, although the importance of early childhood dance education for children's physical development is recognized, there is a lack of comprehensive and systematic planning for the training objectives of various elements of physical literacy. Often, the focus is only on training dance skills, while neglecting the cultivation of physical fitness, sports cognition, and emotional attitudes. In terms of teaching content, the design and arrangement of dance movements focus more on the artistic and ornamental aspects of dance, and there is insufficient research on how to effectively enhance children's physical literacy through dance activities. In terms of teaching methods, there is a lack of personalized teaching methods tailored to the different developmental stages and levels of physical literacy in young children, making it difficult to meet the learning needs of each child.

2. Layered cultivation path design in preschool dance activities

2.1. Path design principles

Based on the theory of sustainable development, when designing a layered training model for dance activities for children aged 3-6, it is necessary to follow the important principles of development, differentiation, fun, and comprehensiveness to ensure the scientific, effective, and appropriate path.

The first principle of path design is development. Children are in a stage of rapid physical and cognitive development, and dance activities should fully consider their developmental potential, providing them with appropriate movement training and cognitive development. The teaching content and difficulty should gradually progress according to



the age and physical development level of young children, from simple basic movement training to complex dance combination exercises, constantly stimulating their physical potential and promoting the continuous improvement of their physical abilities. In dance teaching for 3-4 year old children, the focus should be on cultivating their basic motor skills, such as the correct posture and sense of rhythm for walking, running, and jumping; As age increases, the difficulty and complexity of dance movements can gradually increase in the 5-6 year old stage, introducing movements that require body coordination and balance, such as rotation, jumping, etc., to meet the needs of young children's physical development.

The second principle of path design is diversity, which emphasizes paying attention to individual differences of young children, including physical conditions, interests, learning abilities, and other aspects. Every child is a unique individual, with varying rates and characteristics of physical development. Therefore, path design should be layered based on the differences of young children, and personalized teaching objectives, content, and methods should be developed for different levels of young children. For young children with good physical fitness and strong athletic abilities, more challenging dance training content can be provided to cultivate their dance skills and expressive abilities; For young children with relatively weak physical fitness and slower development of physical abilities, emphasis should be placed on training their basic physical abilities and cultivating their interests, using milder and gradual teaching methods to help them gradually improve their physical abilities.

The third principle of path design is fun, and the fun principle is the key to attracting young children to actively participate in dance activities. Children's attention and interest are easily diverted, and only interesting dance activities can stimulate their learning enthusiasm and initiative. In dance teaching, various interesting teaching methods such as games, stories, and role-playing can be used to integrate dance movements into interesting contexts. By playing the game "Action Imitation Show", children can imitate the movements of various animals and plants, such as small rabbits jumping and small trees standing tall, and learn and practice dance movements in the game. This allows children to experience the joy of dance in a relaxed and pleasant atmosphere, and improve their physical literacy.

The fourth principle of path design is comprehensiveness, which requires dance activities to not only focus on a certain aspect of children's physical abilities, but also comprehensively consider the development of multiple dimensions such as physical fitness, motor skills, motor cognition, and emotional attitudes. Dance teaching content should cover various forms and elements of dance, while combining knowledge of physical exercise, health education, and other aspects to promote the comprehensive development of children's physical and mental health. In dance classes, some simple sports games can be added, such as relay races, obstacle jumps, etc., to exercise children's physical fitness; At the same time, by explaining knowledge such as body structure and movement principles, children's motor cognition level can be improved. Pay attention to cultivating children's emotional cognition, encourage them to express their emotions and feelings in dance, enhance their confidence and teamwork spirit.

2.2. Path layering basis and hierarchical division

Age is an important stratification criterion. There are significant stage differences in physical and cognitive development among children aged 3-6. Children aged 3-4 are in the basic stage of physical development, with poor coordination and flexibility of movements, and their cognitive abilities are mainly based on concrete and intuitive thinking. Children at this stage are more suitable for learning simple and basic dance movements, such as basic steps, hand positions, etc., in dance activities, and improving the accuracy and stability of movements through repeated practice. Children aged 4-5 have improved physical coordination and motor skills, and begin to develop a certain sense of rhythm and imitation ability. In dance teaching, the difficulty and diversity of dance movements can be appropriately increased, and some simple dance combinations can be introduced to cultivate children's sense of rhythm and expression. Children aged 5-6 have further developed various physical abilities, able to understand complex dance movements and instructions, and possess strong creativity and imagination. At this time, dance teaching can focus more on training dance skills and rehearsing dance works, encouraging children to unleash their creativity and perform dance.

The level of physical ability development is also a key factor



in stratification. By evaluating the physical fitness, athletic ability, and physical cognition of young children, they can be classified into different levels. Children with good physical fitness, strong athletic abilities, and high levels of physical cognition can be classified as high-level; Children with moderate physical fitness and athletic ability, as well as average physical cognitive level, are considered at the intermediate level; Children with weaker physical fitness, slower development of athletic abilities, and lower levels of physical cognition belong to the lower level. For high-level young children, more challenging dance training can be provided, such as difficult dance technique exercises, complex dance rehearsals, etc., to further enhance their physical abilities. Middle level children are taught dance with moderate difficulty, focusing on consolidating and improving their physical fitness and athletic abilities. Low level children mainly receive basic dance training and physical fitness exercises to help them gradually improve their physical fitness and keep up with the teaching progress. Interests and hobbies cannot be ignored in terms of hierarchical division. The level and direction of children's interest in dance will affect their participation and learning outcomes in dance activities. Children who have a strong interest in dance and demonstrate high talent can receive more attention and training, providing richer dance learning resources and exhibition opportunities. For children with average interests, it is necessary to stimulate their interest and guide them to actively participate in dance activities through diverse teaching methods and interesting teaching content. Some children are interested in ethnic dance, while others enjoy modern dance. Teachers can provide corresponding dance teaching content based on children's interests and hobbies to meet their personalized needs.

Based on the above stratification criteria, children are divided into three levels: low, medium, and high. The characteristics of low-level children are relatively weak physical fitness and motor ability, poor physical coordination and flexibility, and limited cognitive and understanding abilities of dance. The physical fitness and athletic ability of middle level children have developed to a certain extent, with improved physical coordination and flexibility, as well as enhanced recognition and understanding of dance. High level young children have good physical fitness, strong athletic ability, excellent physical coordination and flexibility, and have a deep understanding and knowledge of dance, as well as a certain

degree of creativity and expressiveness.

2.3. Training objectives and content architecture

Developing specific and targeted physical literacy training objectives for children of different levels, and constructing a comprehensive and systematic content framework, are the key to achieving hierarchical training.

For low-level children, the goal of physical ability development mainly focuses on improving their basic physical fitness and stimulating their interest in dance. In terms of physical fitness, children can enhance their muscle strength, joint flexibility, and body coordination through simple sports games and dance exercises. Encourage young children to engage in simple activities such as jumping and stretching to exercise their upper and lower limb strength, coordination, and flexibility. In the cultivation of dance interest, vivid and interesting teaching methods such as story introduction and game teaching are adopted, allowing children to experience the joy of dance in a relaxed and pleasant atmosphere. In terms of content framework, the basic knowledge of dance section focuses on helping young children understand the basic concepts, types, and characteristics of dance, such as ethnic dance, ballet, modern dance, etc. By watching dance videos, teacher demonstrations, and other methods, children can have a preliminary understanding of dance. Skill training mainly focuses on learning basic dance movements, including correct standing posture, walking steps, simple hand and foot positions, etc. These movements are the foundation of dance, and through repeated practice, they help young children master the correct body posture and movement norms. In the process of improving physical fitness, arrange some simple sports activities such as short distance running, simple climbing, balanced walking, etc., to exercise children's physical abilities.

The training objectives for middle level children have further improved in terms of physical ability and dance skills. In terms of physical ability, it is required that young children have significant improvements in strength, speed, endurance, coordination, and other aspects. Enhance children's physical fitness through more challenging sports games and dance training, such as freestyle skipping rope, kicking shuttlecock, and more complex dance combination exercises. In terms of dance skills, emphasis is placed on cultivating the



standardization, fluency, and expressiveness of dance movements. Teach young children to grasp the rhythm of dance, coordinate and transform movements, and improve the overall quality of dance. In the content framework, the learning of basic dance knowledge is more in-depth, and young children need to understand the history and cultural background of dance, as well as the basic principles of dance creation. By learning the history and culture of different ethnic dances, young children can experience the cultural connotations of dance. In the skill training section, we will increase the training content of dance techniques, such as learning simple skills such as rotation, jumping, and flipping, while strengthening the practice of dance combinations to improve children's dance performance. In terms of improving physical fitness, some sports activities that require physical coordination and teamwork should be carried out, such as indoor basketball, mini soccer and other ball games, to cultivate children's teamwork spirit and physical coordination.

The training objectives for high-level young children focus on the mastery of dance skills and the full expression of creativity. In terms of dance skills, children are required to be proficient in high difficulty dance movements such as complex jumps, rotations, somersaults, etc., and possess excellent dance expression and artistic appeal. In terms of cultivating creativity, encourage young children to create dance works and unleash their imagination and innovative thinking. In the content framework, basic knowledge of dance involves aesthetic appreciation of dance art and analysis and evaluation of dance works. By appreciating classic dance works, guiding young children to analyze the artistic characteristics, expression techniques, and emotional expressions of the works, we aim to enhance their aesthetic abilities. Skill training mainly focuses on the training of high difficulty dance techniques, while also emphasizing the grasp and expression of dance styles. The creativity cultivation stage provides rich creative materials and free creative space, allowing children to create dance according to their own interests and ideas, and organizing dance work exhibitions and communication activities to improve children's creative ability and confidence.

2.4. Teaching Methods and Strategies

In order to achieve the physical ability development goals of children at different levels, it is necessary to adopt diverse

and personalized teaching methods and strategies.

Dance game teaching method is an effective teaching method suitable for dance education of young children at all levels. Games can stimulate children's interest in learning, allowing them to learn dance movements in a relaxed and enjoyable atmosphere. For low-level children, simple dance games can be designed, such as "Dance Movement Imitation Show", where basic dance movements are choreographed into different shapes and content, and children complete the movements one by one. This not only exercises children's basic movement abilities, but also enhances the fun of the game. Middle level children can participate in more challenging dance games, such as "dance puzzles", which break down dance movements into several movement shapes. By completing the movement shape puzzle, children can learn the sequence of dance movements, improve their dance memory and sense of rhythm. High level young children can engage in dance creative games, such as "improvisational dance creation". Given a theme or music, young children can engage in improvisational dance creation within a specified time frame, unleashing their creativity and imagination.

The situational teaching method creates vivid dance scenarios to allow children to experience the charm of dance and improve their dance performance. For low-level children, fairy tale scenarios can be created, such as "Little Red Riding Hood's Dance Journey", where children play Little Red Riding Hood and imitate her movements and plot in the dance, enhancing the fun and situational sense of the dance. Middle level children can participate in dance teaching in historical and cultural contexts, such as the "Ancient Palace Dance Experience", allowing them to understand the characteristics and cultural background of ancient palace dance, learn and perform palace dance in the context, and improve their dance cultural literacy. High level young children can engage in dance creation in real-life situations, such as "campus life dance", allowing them to observe scenes and characters in campus life, transform them into dance movements and plots, create and perform dance works, and cultivate their observation ability and artistic expression. Heuristic teaching method focuses on guiding young children to think and explore independently, cultivating their innovative thinking and problem-solving abilities. In dance teaching, teachers can inspire children to think about changes and innovations in dance movements through questioning, guidance, and other methods. For low-level children, teachers can ask 'If you were a little bird, how



would you fly?' to guide children to use their imagination and create their own dance movements. Middle level children, teachers can ask more challenging questions, such as "How to connect these two dance movements more smoothly?" to encourage children to think and try different ways of connection, improving their dance skills. For high-level young children, teachers can guide them to conduct in-depth analysis and reflection on dance works, such as "What emotions does this dance work express? How can you better express this emotion through dance movements?" to stimulate their innovative thinking and artistic expression.

Personalized guidance is an important teaching strategy to meet the individual differences of young children. Teachers should pay attention to the learning situation and developmental needs of each child, and provide personalized guidance based on the characteristics of children at different levels. For low-level children, teachers should provide more patience and encouragement, pay attention to their mastery of basic movements, and correct erroneous movements in a timely manner. For middle level children, teachers can provide more specific guidance in dance skills and expression, helping them break through bottlenecks and improve their dance level. For high-level young children, teachers should focus on inspiring their creativity and artistic cultivation, providing professional advice and guidance, and promoting the improvement of their dance creation and performance abilities.

Group cooperative learning is also an effective teaching strategy. Through group cooperation, young children can learn and communicate with each other, cultivate teamwork spirit and social skills. In dance teaching, children can be divided into groups to rehearse and perform dance works together. Low level preschool groups can practice simple dance combinations, learn from each other, and correct movements. Middle level preschool groups can collaborate to choreograph a small dance piece, divide tasks and work together to complete the planning, rehearsal, and performance of the dance. High level preschool groups can engage in more complex dance creation and performance. Through group discussions and cooperation, each child's strengths can be leveraged to create better dance works.

3. Practical problems and improvement measures of the path

In the practical process, when encountering problems, it is necessary to solve them in a timely manner to further improve the hierarchical cultivation model. The adaptation problem of teachers to hierarchical teaching is particularly prominent. Some teachers are accustomed to the traditional "one size fits all" teaching model, and when implementing hierarchical teaching, it is difficult to provide personalized teaching based on the characteristics and needs of children at different levels. There are certain deviations in the selection of teaching content and the application of teaching methods, resulting in unsatisfactory teaching outcomes. To solve this problem, it is necessary to strengthen the training and guidance of teachers, regularly organize teachers to participate in training courses and seminars on hierarchical teaching, and invite experts to give lectures and guidance. Establish a teacher communication platform to allow teachers to share their experiences and insights on layered teaching, and jointly explore problems and solutions encountered in teaching. Encourage teachers to continuously learn and explore, flexibly apply teaching methods based on the actual situation of young children, and improve the quality of hierarchical teaching.

The understanding and support of parents are also issues that need to be addressed in the practical process. Some parents lack understanding of the concept and methods of hierarchical education, and are concerned that hierarchical teaching may bring psychological pressure to children and affect their learning enthusiasm. Some parents pay too much attention to their children's academic performance and competition awards, and do not attach enough importance to their children's physical ability development and interest cultivation. To address these issues, it is necessary to strengthen communication and exchange with parents. Through parent meetings, parent lectures, parent WeChat groups, and other means, we can introduce the design concept, teaching objectives, and implementation methods of the hierarchical training path to parents, so that they understand the importance of hierarchical teaching for the development of their children's physical abilities. Regularly provide feedback to parents on their children's performance and progress in dance activities, allowing them to see their children's growth and changes, and enhancing their confidence and support for tiered teaching. Guide parents to



establish correct educational concepts, pay attention to their children's comprehensive development, encourage their children to actively participate in dance activities, and cultivate their interests and talents.

In addition, it was found in the practical process that there are some unreasonable aspects in the allocation and utilization of teaching resources. There are certain differences in teaching resources for different levels of classes, such as dance textbooks, teaching equipment, and teaching staff, which affect the fairness and quality of teaching. To solve this problem, it is necessary to optimize the allocation of teaching resources and allocate dance textbooks, teaching equipment, and other resources reasonably according to the teaching needs of different levels of classes. Strengthen the construction of the teaching staff, improve the professional competence and teaching ability of teachers, and ensure that every class can receive high-quality teaching services. Establish a teaching resource sharing platform to enable teachers to share teaching resources and improve the efficiency of their utilization.

4. Conclusion and Prospect

4.1. Research Summary

In terms of theoretical research, a comprehensive review and analysis were conducted on the application of sustainable development concepts in early childhood education, theories related to children's physical literacy, and the current research status of early childhood dance education. The connotation and requirements of sustainable development concept in early childhood dance education have been clarified, which focuses on the comprehensive and long-term development of children's physical literacy, respects individual differences of children, and promotes harmonious coexistence between children and the environment. In depth analysis of the constituent elements and developmental characteristics of young children's physical abilities provides a solid theoretical foundation for the design of hierarchical training paths. Through the analysis of the current research status of early childhood dance education at home and abroad, the shortcomings in the cultivation of physical literacy in current research have been pointed out, providing direction for future research.

In terms of model design and practice, based on the concept of sustainable development, following the principles of

development, differentiation, fun, and comprehensiveness, a hierarchical training path for physical literacy in dance activities for 3-6 year old children has been constructed. Based on factors such as the age, physical literacy development level, and interests of young children, they are divided into three levels: low-level, intermediate level, and high-level. Clear training objectives and content frameworks have been developed for each level. Adopting diverse teaching methods and strategies such as game based teaching, situational teaching, heuristic teaching, personalized guidance, and group cooperative learning to meet the learning needs of children at different levels.

The research results have important application value in early childhood dance education. The hierarchical cultivation path provides a scientific and systematic teaching path for early childhood dance education, which can help teachers better teach according to the actual situation of young children and improve teaching effectiveness. Diversified teaching methods and strategies can stimulate children's interest and initiative in learning, allowing them to learn dance and improve their physical abilities in a happy environment. Through this study, teachers' understanding and application ability of sustainable development concepts and hierarchical teaching have been improved, promoting their professional growth.

4.2. Research Shortcomings and Prospects

Although this study has achieved certain results, there are also some shortcomings. In terms of research samples, this study has a relatively small sample size and a limited sample range. This may result in the research findings not being representative enough to fully generalize to all 3-6 year old children. In terms of the universality of the path, although the hierarchical training path has achieved good results in practice, there are differences in the educational environment and resources of different regions and kindergartens, and the model may need to be appropriately adjusted and optimized for application in other kindergartens.

Future research can be conducted in the following directions. One is to further expand the research sample and select 3-6 year old children from different regions and types of kindergartens for research, in order to improve the representativeness and reliability of the research results. Through multi center and large sample research, we aim to



gain a deeper understanding of the developmental characteristics and needs of children's physical literacy under different backgrounds, providing richer data support for the improvement of hierarchical training paths. The second is to conduct long-term follow-up research and observe the children who participate in the practice to understand the long-term impact of hierarchical training paths on the development of children's physical literacy. Pay attention to the changes in physical abilities of young children at different age groups, as well as the sustained role of dance education in their future learning and life, providing a basis for long-term planning of dance education for young children. The third is to strengthen the optimization and promotion research of the path, and according to the actual situation of different kindergartens, make personalized adjustments and optimizations to the hierarchical training path, improve the universality and operability of the path. By organizing training, seminars and other activities, we will promote the hierarchical training path to more kindergartens and teachers, and promote the overall development of early childhood dance education. Further exploration can be conducted on the integration of early childhood dance education with other fields, such as drama, music, language, and other subjects, to expand children's learning areas and promote their comprehensive development.

REFERENCES

1. Yi, M. Z. (2025, August 29). Defining "Our Common Future" through action. Southern Daily, p. T01. <https://doi.org/10.28597/n.cnki.nnfrb.2025.007259>
2. Cheng, Y. L. (2013). Current situation and reflection on early childhood dance education. The Voice of the Yellow River, (19), 65 – 66.
3. Zhu, Y. N. (2019). Analysis of the current situation and development ideas of early childhood dance education. New Wisdom, (15), 35 – 36.
4. Cai, L. (2018). The enlightening significance of early childhood dance education for children's growth. The Voice of the Yellow River, (13), 125. <https://doi.org/10.19340/j.cnki.hhzs.2018.13.095>
5. Yuan, W. (2019). Research on the current situation and improvement strategies of early childhood dance education. Journal of Jiamusi Vocational College, (10), 108, 110.
6. Xiao, F. (2018). Analysis of problems and countermeasures in early childhood dance education. Exam Weekly, (08), 180.
7. Duan, X. H. (2019). [Title missing]. Journal of Hubei Adult Education College, 25(6), 96 – 98. <https://doi.org/10.16019/j.cnki.cn42-1578/g4.2019.06.024>
8. Han, B. (2018). The significance and development strategies of dance teaching in kindergarten. Intelligence, (36), 70.
9. He, M. (2019). An analysis of the role and strategies of dance education in early childhood. Intelligence, (29), 50.
10. Guo, B. C. (2020). The current situation and suggestions of preschool dance in kindergarten education. Intelligence, (26), 195 – 196.
11. Li, Q. Y. (2017). The importance of preschool dance in kindergarten. Art Research, (02), 34 – 35. <https://doi.org/10.13944/j.cnki.ysyj.2017.0112>
12. Zhang, Y. W. (2025). The internal logic, practical problems, and intervention paths of adolescent weight management from the perspective of physical literacy. Sports Technology Literature Bulletin, 33(9), 74 – 76, 191. <https://doi.org/10.19379/j.cnki.issn.1005-0256.2025.09.018>
13. Ye, Y., Wang, R. H., & Ning, K. (2025). Construction and empirical study of evaluation index system for physical literacy of children aged 3 – 6: Taking Yunnan and Inner Mongolia as examples. Journal of Beijing Sport University, 48(7), 99 – 113. <https://doi.org/10.19582/j.cnki.11-3785/g8.2025.07.010>
14. Zheng, F., & Li, Q. (2023). Research on the path of incorporating the concept of physical literacy into dance education. Chinese Literary and Artistic Figures, (09), 163 – 165.
15. Zheng, L., & Li, Z. T. (2021). The educational significance and cultivation path of physical expression literacy. Education Academic Monthly, (10), 3 – 12. <https://doi.org/10.16477/j.cnki.issn1674-2311.2021.10.001>
16. 说明：
第7条文献原文缺失标题，已在标注中注明。