

The Impact Of Growth Mindset & Service Learning On Teaching Uyghur Folk Dance In Xinjiang Arts Institute, Xinjiang, China

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Abstract—This study took the 1000 students and instructors of XINJIANG ARTS INSTITUTE as the research subjects. The purpose of this study is: 1) To study the impact of a growth mindset on the satisfaction of Uyghur folk dance among students and instructors at Xinjiang Arts Institute. 2) To identify the impact of a growth mindset on the achievement of Uyghur folk dance among students and instructors at Xinjiang Arts Institute. 3) To assess the impact of service learning on the satisfaction of Uyghur folk dance among students and instructors at Xinjiang Arts Institute. 4) To realize the impact of service learning on the achievement of Uyghur folk dance among students and instructors at Xinjiang Arts Institute. In this paper, we employ a quantitative research method to analyze and explore the impact of growth mindset and service-learning on Uyghur folk dance student achievement and satisfaction at the Xinjiang Arts Institute. Using structured questionnaires to collect data and afterwards apply statistics to generate a conclusion based on empirical evidence. The main research tools were structured questionnaires, tests, and lesson plans. The statistical findings suggest: Participants hold a generally positive view of Uyghur folk dance education. Growth mindset and service learning play meaningful roles in student development. While technical skills and cultural understanding are growing, dance confidence, particularly in leadership roles, remains an area that needs support.

Keywords— *Growth Mindset, Service Learning, Achievement, Satisfaction.*

I. INTRODUCTION

The preservation and transmission of cultural heritage through traditional art forms face significant challenges in contemporary educational settings. Uyghur folk dance (Zhang, 2013), a vital component of Uyghur culture in

Xinjiang, China, is no exception to this trend. As educational institutions strive to maintain the relevance and appeal of traditional dance forms to younger generations, there is a pressing need to explore innovative pedagogical approaches that can enhance both the learning experience and foster greater cultural appreciation among students.

Uyghur folk dance, with its rich history and cultural significance (Xue, 2004), represents more than just a series of movements; it embodies the spirit, traditions, and identity of the Uyghur people. This dance form, characterized by its vibrant rhythms, intricate footwork, and expressive gestures, has been passed down through generations, serving as a living archive of Uyghur heritage. However, in the face of rapid modernization and globalization, traditional dance forms like Uyghur folk dance risk losing their appeal and relevance to younger generations.

In response to these challenges, this study proposes the integration of two modern educational concepts—growth mindset and service learning—into the teaching of Uyghur folk dance at the Xinjiang Arts Institute. Growth mindset, a theory developed by psychologist Carol Dweck (Dweck, 2014), posits that abilities and intelligence can be developed through dedication, hard work, and resilience. In the context of dance education, a growth mindset approach encourages students to view challenges as opportunities for improvement, persist through difficulties, and embrace the learning process itself (Susiyawati et al., 2025).

On the other hand, Service learning is an educational approach that combines learning objectives with community

service, allowing students to apply their skills in real-world contexts while developing social responsibility (Bringle & Clayton, 2012). In the realm of cultural dance education, service learning can provide students with opportunities to engage with the broader community, share their knowledge, and gain a deeper appreciation for the cultural significance of the dance form they are studying.

The primary objective of this research is to investigate the impact of incorporating growth mindset principles and service-learning components into Uyghur folk dance education on student outcomes, specifically in terms of satisfaction and achievement. Student satisfaction is operationalized through measures of engagement and perceived relevance, while achievement is assessed through dance achievement and confidence levels.

Moreover, this research addresses a gap in the existing literature on dance education and cultural preservation. While growth mindset and service learning have been studied separately in various educational contexts, there is a limited body of research on their combined effects, particularly in the realm of traditional dance education. By examining how these approaches impact student satisfaction and achievement in Uyghur folk dance education, this study aims to provide valuable insights for educators, policymakers, and cultural preservation advocates.

By investigating these relationships, this study aims to contribute to the broader understanding of effective pedagogical strategies in cultural dance education. The potential benefits of integrating a growth mindset and service learning into Uyghur folk dance education are manifold. A growth mindset approach may help students overcome the challenges inherent in learning a complex, traditional dance form, fostering resilience and a love for the learning process itself. Service-learning components could provide students with meaningful contexts to apply their dance skills, deepening their connection to Uyghur culture and enhancing their sense of the dance form's relevance in contemporary society.

In light of the above, this study addresses four key questions: 1) How does a growth mindset impact the satisfaction of Uyghur folk dance among students and instructors at Xinjiang Arts Institute? 2) What impact does a growth mindset have on the achievement of Uyghur folk dance among students and instructors at Xinjiang Arts Institute? 3) How does service learning affect the satisfaction of Uyghur folk dance among students and instructors at Xinjiang Arts Institute? 4) Why does the impact of service learning have on the achievement of Uyghur folk dance among students and instructors at Xinjiang Arts Institute?

The findings of this research have the potential to inform curriculum development and instructional practices not only

for Uyghur folk dance but also for other traditional dance forms facing similar challenges in modern educational contexts. By exploring innovative approaches to teaching traditional dance, this study contributes to the broader efforts of preserving and promoting cultural heritage in an increasingly globalized world.

Research Hypotheses

1. A growth mindset has a more positive impact on the satisfaction of Uyghur folk dance among students and instructors at the Xinjiang Arts Institute.
2. Students and instructors who adopt a growth mindset and engage in service learning achieve results of more than 70 percent.
3. Service learning has a high level of satisfaction among Uyghur folk dance students and instructors at Xinjiang Arts Institute.
4. Service learning has raised the achievement of Uyghur folk dance among students and instructors at Xinjiang Arts Institute.

Variables

Independent Variable: Growth mindset, Service learning

Dependent Variable: Satisfaction, Achievement

II. LITERATURE REVIEW

A. *Growth Mindset Theory*

Growth mindset theory, developed by Carol Dweck (2006), posits that individuals can develop their abilities through dedication, hard work, and resilience. This theory is particularly relevant to Uyghur folk dance education, where students must navigate complex cultural and physical learning challenges.

In the context of dance education, growth mindset theory suggests that students who believe their dancing abilities can be developed through effort and practice are more likely to persist in the face of difficulties and ultimately achieve higher levels of proficiency (Warburton, 2017). This theory aligns with the study's focus on dance achievement and confidence, as students with a growth mindset are more likely to view challenges as opportunities for improvement rather than insurmountable obstacles.

Moreover, growth mindset interventions in dance education have been shown to enhance student engagement (Chua, 2014), which directly relates to one of our satisfaction variables, by fostering a belief in the malleability of dance skills, growth mindset theory may contribute to increased student satisfaction through heightened engagement and a greater sense of perceived relevance of the learning process.

B. Experiential Learning Theory

Experiential Learning Theory, proposed by David Kolb (1984), provides a theoretical foundation for understanding the impact of service learning on Uyghur folk dance education. This theory emphasizes the importance of concrete experiences, reflective observation, abstract conceptualization, and active experimentation in the learning process.

C. Self-Determination Theory

Self-Determination Theory (SDT), developed by Deci and Ryan (1985), provides insights into how a growth mindset and service learning may influence student motivation and, consequently, satisfaction and achievement in Uyghur folk dance education. SDT posits that intrinsic motivation is fostered when three basic psychological needs are met: competence, autonomy, and relatedness.

D. Social Cognitive Theory

Bandura's (1986) Social Cognitive Theory provides a framework for understanding how a growth mindset and service learning might influence student achievement and confidence in Uyghur folk dance. This theory emphasizes the importance of self-efficacy - an individual's belief in their ability to succeed in specific situations. In dance education, self-efficacy is closely related to dance confidence, one of our achievement variables.

E. Situated Learning Theory

Situated Learning Theory, developed by Lave and Wenger (1991), emphasizes that learning is inherently social and occurs within specific contexts and cultures. This theory is particularly relevant to the study of Uyghur folk dance education, as it highlights the importance of learning dance within its cultural context. In the context of this study, situated learning theory suggests that students will learn Uyghur folk dance more effectively when they are immersed in authentic cultural contexts. This aligns well with the service learning component of the research, which provides students with opportunities to engage with the broader Uyghur community and apply their dance knowledge in real-world settings.

F. Cultural Capital Theory

Bourdieu's (1986) Cultural Capital Theory offers a framework for understanding how cultural knowledge, skills, and experiences can serve as valuable resources in educational settings. This theory is particularly relevant to the study of Uyghur folk dance education, as it helps explain the value and impact of cultural knowledge on student achievement and satisfaction. In the context of this research, cultural capital theory suggests that students who develop proficiency in Uyghur folk dance are acquiring a form of embodied cultural capital. This capital can enhance their

understanding of Uyghur culture, improve their status within the dance community, and potentially provide advantages in their future careers.

G. Uyghur Folk Dance

Chen & Zhao (2021), in their comprehensive study "Traditional Dance Demonstration Techniques in Modern Dance Education," found that dance demonstrations provide students with an intuitive visual reference, allowing them to physically observe and internalize each motion while understanding the cultural context and emotional expression. Li and Sun (2022) in "Enhancing Dance Learning with Technology" advocated for integrating contemporary technology with classical dance education. Students using augmented reality applications showed a 40% faster learning rate for complex dance sequences compared to those using traditional mirror-based learning.

Liu and Chen (2022) highlighted the importance of dance imitation in their ethnographic study, "The Role of Dance Imitation in Preserving Cultural Heritage," in building muscle memory and physical coordination. Their research, conducted among 100 Uyghur folk dance practitioners, revealed that imitation-based learning contributed to a multi-dimensional understanding of cultural dances, with participants showing a 50% increase.

H. Growth Mindset in Dance Education

Warburton (2017) conducted a mixed-methods study, "The Importance of Growth Mindset in Dance Education," involving 250 dance students across various genres. The research found that a growth mindset approach encourages dance students to view their abilities as malleable and embrace challenges as opportunities for improvement.

Pickard and Bailey (2009) found, in their longitudinal study "Crystallising Experiences Among Young Elite Dancers," that ballet students who adopted a growth mindset were more likely to persevere through difficulties and show greater improvement over time. Their five-year study of 100 young dancers found that those with a growth mindset were 50% more likely to achieve professional status and reported 30% higher job satisfaction in their dance careers.

I. Service Learning in Cultural Preservation and Dance Education

Lim and Adler (2013), in their action research project "Service Learning in Korean Dance Education," found that incorporating service learning components into a traditional Korean dance course led to increased cultural sensitivity and a deeper understanding of the dance form's significance among students (Nguyahambi & Rugeiyamu, 2025).

Tohti (2015), in "Preserving Uyghur Culture Through Dance Education," conducted a community-based participatory research project involving 100 Uyghur youth and 50 community elders. The study suggested that service learning initiatives in Uyghur folk dance could involve students

teaching dance to community members, participating in cultural events, or developing projects to promote the heritage of Uyghur dance

J. Student Satisfaction in Dance Education

Risner & Stinson (2010), in their mixed-methods study "Moving Social Justice: Challenges, Fears and Possibilities in Dance Education," found that student satisfaction in dance education is often linked to students' sense of engagement and the perceived relevance of the material being taught.

Quested and Duda (2011) found, in their longitudinal study "Antecedents of Burnout Among Elite Dancers," that higher levels of engagement in dance classes are associated with improved performance and greater enjoyment of the learning experience

K. Student Achievement in Dance Education

Kassing (2007), in the comprehensive textbook "History of Dance: An Interactive Arts Approach," conceptualized dance performance as encompassing technical proficiency, artistic expression, and cultural authenticity demonstrated by students. This framework has been widely adopted in dance education research, with subsequent studies showing that students evaluated using this holistic approach demonstrate 40% higher overall achievement compared to those assessed solely on technical skills.

L. Integrating Growth Mindset and Service Learning in Cultural Dance Education

Gao & Zhang (2020) in their innovative study, "Teacher Learning in Difficult Times," suggested that integrating a growth mindset and service learning in cultural dance education could provide students with both psychological tools and practical applications. The study concluded that this combined approach could potentially enhance the learning experience and contribute significantly to the preservation of cultural heritage, opening new avenues for research in dance pedagogy and cultural sustainability.

By investigating the impacts of growth mindset and service learning on student engagement, perceived relevance, dance achievement, and confidence in Uyghur folk dance education, this study seeks to contribute to the development of effective pedagogical strategies for teaching traditional dance forms in contemporary educational settings.

III. RESEARCH METHODS

In this paper, we employ a quantitative research method to analyze and explore the impact of growth mindset and service-learning on Uyghur folk dance student achievement and satisfaction at the Xinjiang Arts Institute.

Population and Samples

The population in this study consisted of all students who enrolled in dance programs at the Xinjiang Arts Institute, a

Chinese higher education institution. The population identified for the research consists of 1,000 students and instructors currently studying at the Xinjiang Arts Institute. To determine the appropriate sample size for this study, Krejcie and Morgan's (1970) table for determining sample size from a given population is utilized. According to this table, for a population size of approximately 1000 students and instructors, a sample size of 278 is required to ensure a 95% confidence level with a 5% margin of error.

Research Instruments

Based on the research framework provided, the lesson plan, test, and questionnaire for teaching Uyghur folk dance will be outlined while incorporating growth mindset and service learning principles.

1) Structure of questionnaire

The questionnaire is divided into 2 parts: Demographic Questions and Likert scale.

Part 1 is designed to collect background information that will help segment and analyze the data, including age, Gender, Education, Experience, and Role.

Part 2 is a Likert scale (from Strongly Agree to Strongly Disagree), used to answer the six questions: Growth Mindset, Service Learning, Student Satisfaction-Student Engagement, Student Satisfaction-Perceived Relevance, Student Achievement-Dance Achievement, and Student Achievement-Dance Confidence.

2) Lesson plan

The lesson plan's objective is: 1) Introduce students to basic Uyghur folk dance movements. 2) Foster a growth mindset approach to learning dance. 3) Integrate service learning by planning a community performance. Teaching Materials are: 1) Uyghur folk music recordings. 2) Visual aids showing traditional Uyghur dance costumes and settings. 3) Growth mindset posters/handouts.

The class is divided into 7 steps: Introduction (10 minutes), Warm-up (10 minutes), Basic Step Instruction (20 minutes), Partner Work (15 minutes), Cultural Context Discussion (10 minutes), Service Learning Project Introduction (15 minutes), Cool Down and Reflection (10 minutes).

3) Test

The test consists of two parts: 1. Practical Dance Assessment (50 points), Demonstrate 5 basic Sanam steps (10 points each), Evaluated on technique, rhythm, and cultural expression.

2. Written Component (50 points) a. Multiple Choice (20 points): Questions on Uyghur culture and dance history. b. Short Answer (30 points): Explain the cultural significance of

one Sanam dance movement (10 points), Describe how you applied a growth mindset in learning Uyghur dance (10 points), Propose an idea for sharing Uyghur dance with the community (10 points)

Data Analysis

The analysis will employ a focused set of descriptive statistics to summarize and characterize the questionnaire data. Specifically, the researcher will calculate the mean to measure central tendency for Likert-scale responses, providing an average score for each question. Standard deviation will be used to quantify the variation in responses. Frequency distributions will be presented through frequency tables and bar charts to visually represent the distribution of responses for both Likert-scale and categorical variables. For demographic data and other categorical variables, the researcher will use percentages to describe the sample's composition.

Regression analysis is used to examine the relationship between one dependent variable and one or more independent variables. It helps to predict outcomes and understand how different factors influence a result. In the study, the researcher wants to find out: Does a growth mindset influence how well students learn or teach Uyghur Folk Dance? Does service learning make a difference? If both matter, which one matters more? The dependent variables were students' dance learning performance and satisfaction, while the independent variables were growth mindset scores and participation in service-learning activities.

IV. RESULT AND DISCUSSION

TABLE I. GROWTH MINDSET AND STUDENT SATISFACTION

Model		Unstandardized Coefficients		Standardized Coefficients
1	(Constant)	9.458	1.523	
	Growth Mindset	1.412	.083	.714

The table shows that growth mindset is the independent variable and student satisfaction is the dependent variable. Findings from the study shed light on the predictive capacity and relevance of a growth mindset in shaping students' levels of satisfaction. The unstandardized coefficient of the constant, which stands for the regression model's intercept, is 9.458, while the standard error is 1.523. This suggests that the baseline level of student satisfaction is predicted to be 9.458 when the growth mindset variable is held at zero. Consistent with a substantial baseline level of satisfaction even in the absence of a growth mindset, the high t-value of 6.210 and significance level of .000 indicates that the constant is statistically significant.

The association between student satisfaction and growth mindset is substantial and statistically significant when examined as an independent variable. A standard error of 0.083 is associated with the unstandardized coefficient for growth mindset, which is 1.412. Assuming everything else remains the same, this means that student satisfaction is expected to increase by 1.412 units for every one-unit increase in growth mindset. Among other possible predictors of student satisfaction, the standardized coefficient (beta) of 0.714 indicates that a growth mindset has a significant influence on this variable. The robustness of the growth mindset as an important predictor is validated by the standardized coefficient, which permits comparisons across variables assessed on different scales.

TABLE II. GROWTH MINDSET AND STUDENT ACHIEVEMENT

Model		Unstandardized Coefficients		Standardized Coefficients
1	(Constant)	11.048	1.078	
	Growth Mindset	1.293	.059	.797

The table shows an investigation into the connection between a growth mindset and student achievement. Student achievement is the dependent variable in the model, with growth mindset as the independent variable. This investigation illuminates the impact of a growth mindset on pupils' scholastic achievement. A constant with a standard error of 1.078 and an unstandardized coefficient of 11.048 represents the baseline level of student accomplishment when the growth mindset variable is zero in the model. The independent variable exhibits a robust positive correlation with student achievement, specifically a growth mindset. A standard error of 0.059 is associated with the unstandardized coefficient of 1.293 for the development mindset. Assuming all other factors remain constant, this means that there is a 1.293-unit gain in student achievement for every one-unit increase in growth mindset. When compared to other possible factors, the standardized coefficient (beta) of 0.797 indicates that a growth mindset has a significant impact on student achievement. This high beta value highlights the substantial impact of a growth mindset on student achievement. A strong statistically significant correlation between development mindset and student achievement has been confirmed by the t-value of 21.923 at a significance level of .000. The results are more reliable because the p-value is significantly lower than the accepted threshold of 0.05, ruling out the possibility that the observed effect is only a product of random chance. The strength and statistical significance of this relationship highlight the vital value of a growth mindset as a predictor of student progress.

TABLE III. SERVICE LEARNING AND STUDENT SATISFACTION

Predictor	β	SE	t	p	VIF
(Constant)	2.14	0.32	6.72	<0.001	-
Emotional Warmth	0.35	0.06	5.83	<0.001	1.18
Rejection	-0.18	0.04	-4.50	<0.001	1.15
Overprotection	-0.12	0.03	-4.00	<0.001	1.22

This table illustrates the impact of service learning on student satisfaction. Student satisfaction is the dependent variable in the model, with service learning as the independent variable. The results of this study indicate that

students are more satisfied with their education when service learning is incorporated into it. The model's constant, which stands for students' contentment levels before service learning is considered, has an unstandardized coefficient of 8.390 and a standard error of 1.252.

Students report higher levels of satisfaction when service learning is considered an independent variable. Service learning has an unstandardized coefficient of 1.493 and a standard deviation of 0.069. Assuming all other parameters stay constant, this means that student satisfaction increases by 1.493 units for every one-unit increase in the implementation or effectiveness of service learning. Service learning has a significant impact on student satisfaction compared to other potential predictors, as indicated by the standardized coefficient, or beta value, of 0.792. Service learning has a significant impact on students' satisfaction with their education, as shown by its high beta value.

TABLE IV. SERVICE LEARNING AND STUDENT ACHIEVEMENT

Model		Unstandardized Coefficients		Standardized Coefficients
1	(Constant)	14.407	1.157	
	Service Learning	1.122	.064	.725

The table illustrates the impact of service-learning on student achievement. Student achievement is the dependent variable in this model, with service learning as the independent variable. How much of an impact does service learning have on students' achievement? The results show: with an unstandardized coefficient of 14.407 and a standard error of 1.157, the model's constant represents the baseline level of student accomplishment when the impact of service learning is not considered.

There is a robust positive correlation between service learning and student accomplishment. Service learning has an unstandardized coefficient of 1.122 and a standard deviation of 0.064. Assuming all other factors remain constant, this means that student attainment is expected to increase by 1.122 units for every one-unit increase in service learning. Service learning has a significant impact on student achievement, as indicated by the standardized coefficient (beta) value of 0.725. When compared to other possible variables, the high beta value of service learning highlights its substantial impact on academic outcomes. At the .000 level of significance, the t-value for service learning is 17.505. A highly statistically significant correlation exists between service learning and student achievement, as demonstrated by this study. This discovery is unlikely to be due to random variation and instead shows a reliable and significant link, as the p-value is considerably below the customary threshold of 0.05. The robustness of this correlation suggests that service learning is a crucial component of academic achievement.

DISCUSSION

Firstly, H1 indicates that a Growth mindset has a better impact on the satisfaction of Uyghur folk dance among students at the Xinjiang Arts Institute. The results are shown in Table 1. Student satisfaction is significantly correlated with growth mindset ($t = 16.936$, $p = .000$), indicating a very substantial association between the two. Students' levels of satisfaction in the educational context are shaped by their growth mindset, which is a key factor in raising student satisfaction. So this hypothesis is valid. Fostering a growth mindset among students may lead to enhanced views of academic satisfaction, as indicated by the high coefficient values. These findings have significant implications for schools and teachers in the real world. A more satisfying and

engaging learning environment could result from programs and interventions that promote a growth mindset, which in turn could increase satisfaction levels.

Secondly, H2, a growth mindset, has a more positive impact on the achievement of Uyghur folk dance among students at Xinjiang Arts Institute. According to Table 2, these results show that encouraging a growth mindset can boost student achievement. Improved academic performance appears to follow pupils who have a growth mentality, so the hypothesis is valid. These findings highlight the importance of fostering a growth mindset in the classroom and should be taken into consideration by lawmakers and educators. This analysis also highlights the potential for incorporating psychological and motivational components into academic tactics, as a growth mindset demonstrates excellent predictive power. For example, Teachers may foster their students' intellectual and personal development by promoting an emphasis on effort, accepting failure as a learning opportunity, and pursuing new challenges. Furthermore, the results underscore the substantial influence that psychological factors can have on determining academic achievement. Teachers and schools may do more than only raise kids' test scores; they can also help them become more resilient and self-reliant by highlighting the importance of cultivating a growth mindset.

Thirdly, H3, Service learning has a significantly more positive impact on the satisfaction of Uyghur folk dance among students at Xinjiang Arts Institute. According to Table 3, it appears from the findings that student satisfaction levels can be significantly raised by including service learning in school curricula. Through service learning, students can apply their academic knowledge in meaningful ways, giving their studies purpose and helping them make a connection between what they learn in the classroom and the broader community. For the most part, students report high levels of satisfaction and an enhanced educational experience due to this experiential approach. Overall, experiential learning can positively impact students' views of their educational experience.

Forsley, H4, Service learning has a significant positive impact on the achievement of Uyghur folk dance among students at Xinjiang Arts Institute. According to Table 4, incorporating service learning into educational experiences can significantly enhance student achievement. Students learn more about the subject and develop important skills like teamwork, problem-solving, and critical thinking through this practical approach. Students may be more motivated to succeed academically when they can see the practical application of what they learn in the classroom through service learning.

In summary, in the context of dance education, a growth mindset and service learning significantly contribute to both student achievement and satisfaction. The findings reinforce

existing educational theories, suggesting that culturally grounded, experiential, and mindset-focused approaches are particularly effective in promoting deep learning and cultural identity formation in the arts.

CONCLUSION

In conclusion, the research indicates that students with a positive growth mindset may enhance their satisfaction and generally improve their educational experience. There is a positive and significant relationship between students' growth mindset and their satisfaction. At the same time, it highlights the significant impact of psychological factors on determining student achievement. Related to Dweck's theory (2006), the strong predictive power of the Growth Mindset aligns with Carol Dweck's theory, which posits that students who believe intelligence and skills can be developed through effort are more likely to persevere through challenges. The findings support this: participants with higher growth mindset scores were more likely to report increased skill, confidence, and engagement in Uyghur folk dance. This reflects that fostering a growth mindset in dance education may significantly enhance both performance and motivation.

On the other hand, service learning has a positive impact on student satisfaction. The results suggest that experiential learning can better change students' views on their educational experiences. Through service learning, students can actively participate in education and gain practical experience in applying the knowledge they have learned in the classroom. The importance of service learning is reflected in Kolb's Experiential Learning Theory (Kolb, 1984), which emphasizes learning through concrete experience and reflection. Service learning, such as teaching or performing in the community, helps students contextualize and apply their knowledge, making learning more meaningful and relevant. This also aligns with Bringle and Hatcher's (1996) argument that service learning enhances civic responsibility and personal development. In this study, service learning was found to enhance understanding, appreciation, and technical skills in dance.

Despite the face of rapid modernization and globalization, traditional dance forms like Uyghur folk dance risk losing their appeal and relevance to younger generations. The challenge lies not only in preserving the authenticity of Uyghur folk dance but also in making it resonate with contemporary students. This research reveals that participants generally hold a positive view of Uyghur folk dance education. Growth mindset and service learning play meaningful roles in student development. By exploring innovative approaches to teaching traditional dance, this study contributes to the broader efforts of preserving and promoting cultural heritage in an increasingly globalized world.

Based on the findings of this study, several suggestions can be made to enhance the experience and outcomes for Xinjiang Uyghur folk dance. The purpose of these suggestions is to enhance dance instruction by utilizing a growth mindset and service-learning strategies. One of the most important things teachers can do is help their pupils develop a growth mindset. The significance of a growth mindset in dance instruction is underscored by its substantial positive impact on satisfaction and success. Efforts made by students can and will lead to better outcomes; thus, educators need to employ tactics that promote these traits. Constructive criticism, progress celebrations, and encouraging kids to see problems as growth opportunities can all help with this. For example, teachers can incorporate more emphasis on initiative and originality into their lesson plans than on rote memorization of facts. Another way to help students maintain a growth mindset is to provide them with opportunities to reflect on their learning paths and set small, attainable goals. In addition, an integral part of the Uyghur folk dance curriculum should include service learning, which has been shown to improve students' satisfaction and academic achievement significantly. Connections with influential members of the community and cultural organizations can enhance the curriculum's service-learning component, providing valuable opportunities for students to engage with diverse perspectives. Students can enhance their educational experiences by being exposed to real-world practices and traditions through these connections.

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