

Analysis of the Ideological and Political Concepts and Teaching Strategies for Quality Improvement in Physical Education Courses in Colleges and Universities

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Abstract: In today's higher education system, the physical education program is not only for teaching sports skills and exercising physical fitness but also an important position for cultivating students' character, emotions, and values. With the in-depth development of the concept of ideological education, the ideology of college physical education courses has become an important direction of educational reform. In this paper, we will discuss the connotation of the concept of ideology and politics in college physical education courses, analyze the methods to effectively integrate the ideology and politics elements while guaranteeing the quality of teaching, and put forward the corresponding strategies to improve the quality, with a view to providing new ideas and methods for the construction of ideology and politics in college physical education courses.

Keywords: College physical education; Course ideology and politics; Teaching quality improvement

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1. Introduction

In the new educational environment, college physical education courses should not only focus on the cultivation of students' physical quality but also integrate the concept of ideology and politics, and give full play to the nurturing function of physical education courses. The effective integration of ideological and political education into physical education teaching not only helps to improve the comprehensive quality of students but also promotes the all-round development of students and cultivates more excellent talents with noble qualities and healthy physiques for society. Therefore, it is of great practical significance to study the concept of ideological and political education in college physical education courses and the strategy of teaching quality improvement.

2. The core concept of the ideology and politics of college physical education courses

The ideology and politics of college sports courses emphasize the integration of ideological and political elements in sports teaching. The integration not only trains the students' body but also cultivates their moral qualities, teamwork spirit, and healthy lifestyles, promoting their all-round development.

2.1. Combination of moral education and sports

The combination of moral education and sports is one of the core concepts of the ideology of sports courses in colleges and universities. This concept emphasizes the integration of the elements of ideology and politics in the physical education curriculum, the transmission of the spirit of patriotism and collectivism through the way of sports, and the cultivation of the students' moral character and sense of social responsibility.

First of all, the transmission of the spirit of patriotism is an important manifestation of the combination of moral education and physical education. Physical education courses are not only physical exercise but also spiritual baptism ^[1]. In physical education teaching, students can deeply experience national honor and pride by telling the stories of the country's outstanding sports athletes and organizing to watch the live broadcasts of the country's major sports events. At the same time, students can experience the connotation and value of patriotism in practice by organizing patriotic-themed sports competitions and activities. This experiential way of education can make students feel the power of the country in sports and inspire their patriotic feelings.

Secondly, the cultivation of a collectivist spirit is also an important content of the combination of moral education and sports. The qualities of teamwork and fair competition in sports are important embodiments of the collectivist spirit. In sports teaching, students' teamwork spirit and sense of collective honor can be cultivated by organizing team competitions and cooperative training. At the same time, through fair competition in sports, students can realize the importance of fair competition and cultivate their sense of justice and fairness. This spirit of teamwork and fair competition is of great significance to students' future life and work.

2.2. Equal importance given to knowledge skills and literacy enhancement

The equal importance of knowledge skills and literacy enhancement is another core concept of the ideology of college sports courses. This concept emphasizes that while focusing on the mastery of students' sports skills, it is more important to emphasize the cultivation of sportsmanship and the guidance of lifestyle.

First of all, the mastery of sports skills is the foundation of students' participation in sports activities. Physical education programs in colleges and universities should focus on the teaching and training of basic skills so that students can master various sports skills and lay the foundation for participation in higher-level competitions and activities. At the same time, it is also important to focus on the practicality and fun of sports skills, so that students can feel the joy and sense of accomplishment in sports. The cultivation of such skills can not only improve students' physical quality but also cultivate their willpower and perseverance ^[2].

Secondly, the cultivation of sportsmanship is the key to improving students' sports literacy. Sportsmanship includes perseverance, unity and cooperation, the spirit of fair competition, and so on. These spiritual qualities are not only essential for sports but also important guidance for students' life and study. Therefore, sports courses in colleges and universities should pay attention to cultivating students' sportsmanship, and let students feel the power and charm of sportsmanship in practice by organizing various forms of competitions and activities. At the same time, attention should be paid to the inheritance and promotion of sportsmanship, so that more students can benefit from it.

At the same time, college sports programs should also guide students to establish a healthy and active lifestyle. Physical education should focus on imparting health knowledge and fitness methods to help students understand their physical condition and health needs. Additionally, it should also focus on cultivating students'

health consciousness and living habits, so that they can persist in exercising and maintaining a healthy lifestyle in their daily lives ^[3]. This healthy lifestyle can not only improve students' physical quality but also develop their self-discipline and sense of responsibility.

3. Strategies for improving the teaching quality of sports courses in colleges and universities in the field of ideology and politics

3.1. Integrating into course content

3.1.1. Digging into the history of sports and inheriting the spirit of sports

In the physical education program, teachers can dig deep into the history of sports, so that students can understand the origin, development, and change of sports. By telling the stories of the heroes and legends in the history of sports, students are inspired to develop patriotic feelings and a sense of collective honor. At the same time, by guiding students to learn sportsmanship, such as the spirit of struggle, teamwork, and fairness, students can cultivate their moral qualities and concepts of life.

3.1.2. Integrating the elements of ideology and politics in sports programs

Different sports have varying characteristics and connotations, and teachers can integrate the elements of ideology and politics into the characteristics of sports. For example, in soccer courses, teachers can cultivate students' teamwork and sense of fair competition by explaining the rules and tactics of soccer matches; in long-distance running courses, teachers can guide students to experience the spirit of perseverance, and cultivate students' self-discipline and frustration tolerance ^[4].

3.2. Innovation of ideological teaching methods in physical education courses in colleges and universities

3.2.1. Adopting inspirational and interactive teaching methods

The core of heuristic teaching methods lies in stimulating students' internal motivation and guiding them to think, explore, and innovate independently. In the process of integrating ideology and politics in sports courses, teachers can use heuristic questioning to guide students to conduct in-depth thinking and discussion on sports phenomena and sportsmanship. For example, when discussing the theme of "sportsmanship and national spirit," the teacher can ask questions such as "What do you think is the connection between sportsmanship and national spirit?" and guide the students to think deeply with examples and their own experience, so as to cultivate their critical thinking and values.

Interactive teaching methods emphasize the communication and interaction between teachers and students and stimulate students' learning interest and enthusiasm through interaction. In physical education courses, teachers can organize interactive activities for students such as group cooperation, role-playing, and classroom debates. For example, when teaching basketball tactics, students are divided into groups, each group develops its tactics and plays the game, and then analyzes and summarizes the tactics after the game ^[5]. This teaching method not only enables students to learn and master tactics knowledge in practice but also develops their teamwork, communication, and leadership skills.

3.2.2. Introducing modern information technology to enrich teaching means

- (1) Online teaching platform: Using the online teaching platform, teachers can provide students with rich resources and learning support for physical education courses. By releasing course videos, courseware, case studies, and other teaching materials, students can learn independently anytime and anywhere.

At the same time, teachers can also utilize the interactive function of the online teaching platform to communicate and discuss with students in real time and answer their doubts and questions. This teaching method can break through the limitations of time and space, and improve students' learning efficiency and participation.

- (2) Virtual reality technology: Virtual reality technology can simulate real sports scenes and experiences, bringing students an immersive learning experience. In physical education courses, teachers can use virtual reality technology to simulate a variety of sports competitions and training scenarios, so that students can immerse themselves in the charm and challenges of sports^[6]. For example, in the simulation of soccer games, students can choose to play different roles and experience the fun of teamwork and competitive confrontation. This teaching method can stimulate students' interest and enthusiasm in learning and improve their learning effect and interest.
- (3) Data analysis tools: Using data analysis tools, teachers can collect and analyze students' learning data and behavioral data to understand their learning situation and needs. By analyzing the data, teachers can discover students' learning patterns and problems and develop personalized teaching plans and strategies. At the same time, teachers can also use data analysis tools to assess students' learning effects and progress, and adjust teaching methods and means in a timely manner. This teaching method can improve the relevance and effectiveness of teaching and promote the overall development of students^[7].

3.2.3. Ideological and political construction of college physical education teacher team

- (1) Strengthening teachers' training in ideology and politics: The ideological and political quality of college physical education teachers is directly related to the implementation effect of the ideological and political aspects of the physical education curriculum. Therefore, strengthening the ideological and political training of physical education teachers is the first task of team construction. Specifically, the following measures can be taken: firstly, regular training on ideological and political education is organized. Colleges and universities should regularly organize training in ideological and political education for physical education teachers, covering ideological and political education theory, teaching methods, case studies, etc., to help teachers systematically master the knowledge system and teaching skills of ideological and political education. Secondly, experts are invited to give lectures. Experts and scholars in the field of ideological and political education are invited to give lectures for physical education teachers, share the latest research results and teaching experience, and stimulate teachers' interest in learning and innovative thinking^[8]. Thirdly, intramural exchange activities are carried out. The exchange and sharing of ideological and political teaching experiences are encouraged among physical education teachers to improve the overall teaching level and ideological and political literacy through mutual learning and reference.
- (2) Improving teachers' ability to teach ideology and politics: First of all, colleges and universities can carry out targeted training in teaching skills, such as curriculum design, teaching methods, classroom management, and other aspects of the professional characteristics of physical education teachers, to help teachers improve teaching effectiveness and quality. Secondly, teachers are encouraged to participate in various teaching competitions and excellence evaluation activities at all levels to stimulate teachers' enthusiasm for teaching and their sense of competition, and to promote the enhancement of teaching ability^[9]. On this basis, advanced teaching concepts and teaching methods at home and abroad are actively introduced, such as flipped classrooms and project-based learning, to help teachers broaden their teaching horizons and enrich their teaching methods.

- (3) Encouraging teachers to actively participate in the research and practice of ideology and politics in physical education curriculum: Practice produces true knowledge. Only by combining the theory of ideological education with the practice of physical education teaching can physical education teachers realize the goal of ideology and politics in physical education courses. Therefore, it is of great significance to encourage teachers to actively participate in the research and practice of ideology and politics in physical education courses. First of all, colleges and universities can set up a research fund for the ideology and politics of physical education courses to support physical education teachers to carry out relevant research work and promote the theoretical innovation and practical exploration of the ideology and politics of physical education courses. At the same time, colleges and universities can establish a platform for the research and practice of the ideology and politics of physical education curriculum to provide teachers with opportunities for exchange and cooperation, resource sharing, and to promote the transformation and application of research results^[10]. In the process of practice, colleges and universities can also encourage physical education teachers to actively participate in the reform of the physical education curriculum and the preparation of teaching materials, and integrate the elements of ideological and political education into the curriculum content and teaching requirements, so as to provide students with a richer and more diverse learning experience.

4. Conclusion

The unique value and key role of ideological and political education in physical education can be seen through the discussion of the ideological and political concepts of college physical education courses and the strategy of teaching quality improvement. Integrating the concept of ideological and political education into physical education teaching can not only enrich the content of the curriculum and improve the quality of teaching but also shape the students' healthy outlook on life and values. Looking to the future, it is expected that college physical education programs can continue to deepen the concept of ideology and politics, innovate teaching methods, and cultivate more excellent talents with noble characters and strong physiques.

Disclosure statement

The authors declare no conflict of interest.

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