

# Teaching Pathways of Curriculum Civics and Politics in Physical Education Courses of Higher Vocational Colleges and Universities in Chongqing

Yun Liu\*

Chongqing Vocational College of Applied Technology, Chongqing 401520, China

\*Corresponding author: Yun Liu, lbb863@163.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** This paper firstly analyses the due evaluation indexes of curriculum civics and politics in physical education of higher vocational colleges and, based on the indexes, puts forward suggestions to improve the quality of teaching curriculum civics and politics in physical education of higher vocational colleges and universities in Chongqing. It involves maintaining steadfast adherence to professional attributes, unwavering commitment to Sanquan education, and thorough exploration of professional civics and political elements. This approach also entails supplementing extracurricular civics and political resources and utilizing a variety of methods such as contextual teaching and role-modeling to the fullest extent. At the same time, we increase the opportunities for civics and political practice inside and outside the classroom and develop teaching evaluation and assessment in civics and politics.

**Keywords:** Higher vocational physical education major; Curriculum civics and politics; Teaching pathway

**Online publication:** August 2, 2024

## 1. Introduction

Curriculum civics and politics refers to a comprehensive educational concept that aligns various courses and ideological and political theory courses towards the same goal, aiming to achieve a unified effect in implementing the fundamental task of educating individuals with moral integrity <sup>[1]</sup>. The curriculum system and subject content of physical education majors determine that they have the prerequisites to carry out the education of curriculum civics and politics. The introduction of the concept of curriculum civics and politics into professional teaching helps to achieve the objectives of the discipline talent training and helps students to grow sports ethics, characters, and emotions <sup>[2]</sup>.

## 2. Evaluation indexes of higher vocational physical education curriculum civics and politics

### 2.1. Goal concept

To evaluate the effect of the physical education curriculum civics and politics, we need to assess the

implementation of its goal concept. The evaluation indexes of this layer can be further divided into two parts: the course goal orientation and the course construction concept, such as whether the professional teaching goal is in line with the Outline of the Guidelines for the Construction of Higher Education Curriculum Civics, whether it embodies the requirements of sports ethics, whether it focuses on the unity of educating people and talents, whether it establishes a long-term mechanism for reforming the course civics, and whether the goal is matched with the actual situation of students in this profession.

## **2.2. Teachers' quality**

Teachers' comprehensive quality is an important factor that affects the effect of curriculum civics and politics; for sports majors, to evaluate teachers' quality, it is necessary to evaluate their basic quality and civics and politics quality respectively, including teachers' basic ideological, professional and academic virtues, professional knowledge and skills. It also includes whether he or she can adhere to the correct political position, whether he or she is good at applying the civics and political elements of the professional curriculum, and whether he or she pays attention to the Party's new ideas and concepts <sup>[3]</sup>.

## **2.3. Curriculum resources**

Rich and varied curriculum resources help students crack the problem of civics and political learning and knowledge transformation. In the evaluation system of civics and politics in physical education courses, curriculum resources are also important evaluation indexes. It is subdivided into two parts: the course materials and the civics material library, which mainly examine whether the content and viewpoints of the materials are in line with the national ideology and whether the content of the civics material is systematic, detailed, timely updated, and easy to use <sup>[4]</sup>.

## **2.4. Teaching implementation**

The teaching implementation process is an important stage for students to grow their moral character and will through professional learning. The indicators of teaching implementation in the evaluation of physical education courses in civics and politics can be divided into several parts, including teaching arrangements, teaching content, teaching methods, and teaching assessment. For instance, it involves considering whether the arrangement of professional teaching activities incorporates elements like personality development, whether teaching aligns with the characteristics of the sports profession, whether there is integration between civics knowledge and sports knowledge, whether attention is given to inspiring students' critical thinking, whether modern educational methods are effectively utilized, and whether assessments encompass diverse forms and subjects.

## **2.5. Teaching effect**

Evaluating the teaching effect of curriculum civics and politics in physical education courses through learning behaviors and learning results is mainly a combination of students' classroom attendance, classroom spirit, initiative in undertaking learning tasks, the effect of comprehensive ability enhancement, the growth of professionalism in sports, and the understanding and practical application of professional theoretical knowledge and civics in the courses. In order to fully reflect the curriculum resources, teaching methods and approaches, etc., it also evaluates whether it promotes the implementation of teaching objectives <sup>[5]</sup>.

### **3. Principles of civics and politics of higher vocational physical education programs in Chongqing determined by evaluation indicators**

#### **3.1. Adhering to the professional attributes**

By aligning evaluation indicators and requirements, the appropriate teaching modes and methods for local physical education courses in civics and politics can be effectively propagated, ensuring teaching accuracy. Through the analysis of a number of evaluation indicators, it can be seen that in order to ensure the effect of the professional course civics and politics, it is necessary to start from the professional attributes of sports, closely aligning with the characteristics of the profession, and integrating both explicit and implicit civics and politics education. For example, under the unified leadership of the school party committee, the School of Physical Education, and professional course instructors, joint proposals are made to establish a mechanism integrating sports curriculum civics and politics. This involves conducting teaching demonstrations and observational activities focused on sports curriculum civics and politics, centralizing the design and guidance of civics and political education within professional courses, and aligning with the overall growth requirements and civics education of core sports disciplines <sup>[6]</sup>.

#### **3.2. Adhering to the Sanquan education**

To ensure the overall positive effect of the local higher vocational physical education curriculum civics, it is also necessary to adhere to the Sanquan education under the guidance of the evaluation objectives and to closely coordinate all aspects of the resources to promote the education and teaching of the sports professional. For example, counselors, professional teachers, party building staff, youth league organizers, and managers of university public sports clubs in each institution should be involved in the professional course of civics education. It is necessary to start teaching the topic of civics education one month before the students enter the university, introducing the results of the university's civics education and the norms of the students in the university. Especially when students participate in corporate internships and apprenticeships, it is necessary to make use of online and offline methods to effectively integrate civics and political education into the final stages of their professional programs. At the same time, it is also imperative to achieve a close integration of the professional program with the civics and politics curriculum and daily civics education, so as to comprehensively cultivate students' disciplinary core qualities and vocational qualities.

### **4. Methods to comprehensively improve the quality of teaching and learning of higher vocational physical education professional courses in Chongqing through civics and politics**

#### **4.1. Integration of moral education objectives into teaching objectives**

To promote the teaching of civics and politics in physical education professional courses, it is necessary to integrate the requirements of the fundamental task of moral education with the professional teaching objectives and practice the professional education concept of sports science and technology, humanities, and education integration.

The general direction of the professional goal is to enable students to master the basic theoretical knowledge of sports, technology, skills, and physical exercise methods, and be able to engage in recreational sports guidance and management, sports project planning, sports tourism promotion and management, sports exercise guidance, and other related work. Students should also have innovative spirit, practical skills, lifelong learning ability, and scientific research skills, developing a high sense of social responsibility <sup>[7]</sup>.

On this basis, it is important to break down the overarching goals into more detailed and actionable

smaller goals, tailored to the content and class time of each professional course. For example, in the teaching of basketball majors or programs, the educational objectives combined with the requirements of moral education can be embodied in the three aspects of knowledge and skills, process and method, and emotional attitude and values. Students are expected to master the characteristics and advantages of basketball and delve deeply into the unified knowledge system of teamwork and cooperation in basketball. They should develop courage, responsibility, dedication, and the spirit of perseverance through individual practice, group drills, team games, or competitions. The emphasis is on fostering a diligent and resilient attitude. Throughout the process of learning and applying sports skills, students should fully immerse themselves in the basketball culture and appreciate the enduring allure of sports in their lives.

## **4.2. Exploration of the professional civics and political elements**

Most of the higher vocational sports professional courses usually include general education courses, professional compulsory courses, professional elective courses, and practical teaching courses, which all have either direct or indirect elements of civics and political elements. Therefore, it is necessary for teachers of local higher vocational colleges and universities to fully explore and apply these elements, so that there is a solid carrier of civics and political thinking in the professional program.

From a broader perspective, the physical education major contains the elements of civics and political cultivation, including political identity, national sentiment, Chinese sports spirit, cultural literacy, healthy life, the Constitution and the rule of law consciousness, and moral cultivation in several categories. For instance, exploring the history of China's sports industry and the story of Chinese Olympic pioneer Changchun Liu, who dedicated himself to promoting sports, contributes to the cultivation of civics and political awareness. This highlights the significant role of sports in China's journey towards national rejuvenation, thereby reinforcing students' ideals and beliefs.

From the micro level, the civics and political elements are covered in all aspects of classroom teaching and distribution of content. Taking basketball class as an example, teachers and students greet each other in the warm-up phase during the class, containing the civics and political elements of respect for teachers and mutual respect and love. Teachers and coaches introduce the classroom requirements and practice rules of this class, which reflects the respect for rules and order. In specialized physical fitness exercises, teaching competitions, technical and tactical instruction, teaching cases, and simulated scenarios, teachers showcase the spirit of sportsmanship, emphasizing courage, perseverance, and the willingness to face challenges. By integrating these elements into classroom materials, teachers can use them as introductory materials or as the main focus of instruction. This approach guides students to explore, learn, and develop independently <sup>[8]</sup>.

## **4.3. Supplementing extracurricular civics and political education resources**

Appropriate introduction of extracurricular civics and political teaching resources helps attract students' attention and stimulate their enthusiasm for professional learning. With the help of different types of materials, they can understand the elements of civics and politics in the professional courses and expand their personal cognition. In selecting teaching resources, teachers should likewise start from the professional teaching needs and pay attention to the extracurricular materials as the extension and expansion of the in-class teaching materials.

For example, when lecturing on traditional national folk martial arts programs, they can integrate the resources about dragon and lion dance culture into local historical facts, and use them as materials for pre-course preparation, or cases for classroom introduction. Especially in places where there is a tradition of dragon

and lion dance, the use of local sports and cultural resources such as the Tongliang Dragon Dance is more likely to enhance the students' sports and cultural self-confidence and guide them to deepen their understanding of the cultural connotation of dragon and lion dance with the help of their personal experience.

Alternatively, teachers can keep up with current events and use reports on China's Olympic athletes preparing for the Paris Olympics and video footage of their participation in the qualification trials for the Paris Olympics as the main cases for teaching. Teachers can engage students in watching and evaluating case studies focused on learning skills and tactics. They can also explore the athlete's character from the perspective of collectivism, patriotism, diligence, and other qualities of spiritual strength and willpower.

#### **4.4. Comprehensive use of context, role models, and other teaching methods**

The application of appropriate teaching methods can improve teaching efficiency, and help to optimize the results of civics teaching. Teachers can integrate contextual teaching, role model teaching, and competition-based teaching methods according to the characteristics of higher vocational student sources and the integrated nature of sports professional learning, practice, and competition.

For example, teachers can utilize news videos depicting Dragon Boat Festival celebrations and dragon boat races across China, presenting a three-dimensional audiovisual teaching scenario to cultivate a warm holiday cultural atmosphere. Following this, they can guide students in discussing the sports value, cultural heritage, and aesthetic significance of dragon boat racing as a traditional sport. Students can also explore the modern development trajectory and current status of dragon boat racing. Contextual questions can be posed to prompt students to propose reasoned suggestions for developing local dragon boat sports and leisure projects, considering the sport and competitive aspects of dragon boat racing. Driven by targeted questions, students will reflect on the life attitudes and sportsmanship demonstrated by athletes in this sporting activity. They will also draw upon ideas from the development of leisure sports both domestically and internationally. Applying their professional knowledge, they will tackle practical issues aligned with the goal of building a robust sports nation<sup>[9]</sup>.

Teachers can also assign homework to students in advance, asking them to collect materials on their own, choose their favorite sports stars, and share their touching stories. This can stimulate students' enthusiasm to participate in the study of curriculum civics and to transform their love for their idols into learning motivation. In the process of collecting and using the information as comprehensively as possible, students will develop a deeper understanding of the hard-working and enterprising spirit embodied by basketball stars, football pioneers, etc., and gain a more intuitive grasp of sportsmanship and cultivate a strong determination to learn from their idols. Teachers can seize this opportunity to organize activities that encourage students to learn from local stars and role models. By guiding students to identify and emulate qualities of sportsmanship and athleticism in themselves, teachers, and their peers, this approach fosters an enthusiastic atmosphere conducive to ideological and political education within the course.

#### **4.5. Providing practical opportunities for civics and politics inside and outside the classroom**

To avoid mere theoretical teaching in the civics and politics of sports professional programs, teachers should also ensure ample opportunities for students to apply their learning both in and out of the classroom. This approach facilitates the timely application and transformation of civics and politics knowledge into practical contexts.

Practical teaching inside the classroom is mainly based on the characteristics of sports and sports professional teaching, giving students the opportunity to practice sportsmanship in special exercises, technical and tactical exercises, referee internships, and coaching internships. For example, in an intra-class group rivalry

match, some students are the athletes on the field, and some students act as referees and assistant referees. Athletes are to formulate a game plan with their team members based on the collective goal, focus on the team's cooperation on the field, and at the same time be respectful of the rules of the game, the opponents, and the referees. Referees should use professional knowledge, make fair and reasonable judgments, and correctly deal with penalty disputes. After the game, the teacher will organize a post-game sandboxing exercise where the players and the referee jointly summarize the problems of the game and give suggestions and advice to different individuals and groups from their respective roles. The teacher then praises, recognizes, and encourages the performance of the students, providing the emotional value that the students need.

In extracurricular practice, teachers can organize campus sports clubs, sports culture preaching, national traditional sports introduction activities, sports knowledge debates, leisure sports project development, and other competitions. In multiple directions, students are guided to actively participate in on-campus sports professional activities and cultural activities, grow the wisdom of civics and political studies, and gain a deeper understanding of national and state sports culture. It also discovers deficiencies in personal literacy and lays the foundation for future civics-enabled sports learning.

#### **4.6. Developing teaching evaluation and assessment in civics and politics**

Teaching evaluation and assessment can judge the actual or potential value of teaching activities, so it is necessary for higher vocational physical education to build a civics evaluation system around the physical education course civics evaluation index.

The evaluation content should be consistent with the concept of course civics, and it is a decomposition of the evaluation indexes of the identified teaching civics. The basis of evaluation includes the usual grades, technical grades, and the civics part of the theoretical grades, for example, concerning the students' performance in their usual classroom learning, and whether they are helpful, united, and courageous. The method of evaluation should be a combination of students' self-assessment, mutual assessment, and teacher evaluation, with students as the main body <sup>[10]</sup>. For example, after each classroom sports practice, students are guided to reflect on their personal learning behaviors through self-assessment, learn from others' good sports learning, practice experiences, and methods, and get closer to their partners who are brave enough to make breakthroughs and forge ahead.

### **5. Conclusion**

Improving the quality of physical education professional curriculum civics and politics in local higher vocational colleges and universities helps to comprehensively improve the quality of the institution's curriculum civics and create a large ideological pattern conducive to the development of students. Therefore, in practice, based on the professional attributes and characteristics of local higher vocational students we should give full play to the leading and supporting role of civics and politics, so that the concept of civics and politics education is reflected in the professional teaching objectives, teaching content, teaching methods in all aspects.

### **Funding**

Chongqing Vocational Education Teaching Reform Research Project (Z233371S)

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Jiang J, 2024, Research on the Effective Ways of Teaching Civics and Politics in the Professional Courses of Physical Education in Sports Colleges and Universities. *Talent*, 2024(1): 30–33.
- [2] Cao H, Ma L, Yang H, 2023, The Dilemma and Optimization Path of the Construction of the Teacher Team of Civics and Politics in Sports Courses in Colleges and Universities. *Journal of Heilongjiang Institute of Technology (Comprehensive Edition)*, 23(6): 26–32.
- [3] Yang L, Xiao P, 2023, Rationale, Value, and Path: A Study on the Construction of Civic and Political Clustering in Physical Education Programs in China. *Physical Education Research and Education*, 38(6): 27–35.
- [4] Deng J, 2022, Reflection and Practice on the Civic and Political Characteristics of English Major Courses in Sports Colleges and Universities—Taking “English Intercultural Communication” Course as an Example. *Science and Education Guide-Electronic Edition (Early)*, 2022(5): 227–229.
- [5] Wang L, Wang X, 2022, Research on the Optimization of the Design of Civic and Political Teaching in the Theoretical Course of Sports Majors. *Contemporary Sports Science and Technology*, 12(24): 11–14.
- [6] Shi Y, 2023, Exploration of Civic and Political Elements in Health Education Program. *Sports Science and Technology*, 44(1): 162–164.
- [7] Luo Q, Sun J, Huang S, 2023, Practical Direction of the Construction of the Ideological and Political Construction of Sports Courses in General Colleges and Universities: Discussion on the Teaching Mode of “Learning-Practice-Match-Evaluation.” *Journal of Harbin Institute of Physical Education*, 41(3): 64–70.
- [8] Sun Y, Xue H, 2023, The Power Mechanism and Optimization Path of the High-Quality Construction of Sports Curriculum Ideology and Politics in Colleges and Universities. *Hubei Sports Science and Technology*, 42(4): 324–328.
- [9] Zhang Z, 2024, Mining and Integration of Sports Ideological Elements in Colleges and Universities Under the Perspective of Moral Education. *Contemporary Sports Science and Technology*, 14(2): 130–134.
- [10] Wan H, 2023, Theoretical Interpretation and Educational Path: A Study on the Civic and Political Construction of Wushu Courses Under the Background of Lifelong Learning. *Journal of Luoyang Normal College*, 42(2): 43–46.

### Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.