

Research on the Path of Integrating Ideological and Political Education into College Physical Education Classrooms

Fangfang Liu*, Chao Zhang

Sichuan University of Arts and Sciences, Dazhou 635000, Sichuan Province, China

*Corresponding author: Fangfang Liu, 15281650587@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: At the National Education Conference, it was emphasized that “morality should be integrated into ideological and moral education, cultural knowledge education, and social practice education, spanning basic education, vocational education, and higher education. This integration should align with the discipline system, teaching system, and the Party’s ideological line and policies.” College sports courses serve as a critical platform for ideological and political work in higher education. Their primary objective is to foster students’ physical health while nurturing a positive and motivated mindset, contributing to their overall well-being and academic success. Incorporating ideological and political education into sports courses is both a necessary trend and an essential requirement for reforming college sports education in the new era. This approach aligns with the broader goal of developing well-rounded individuals and serves as a crucial strategy to fulfill the fundamental mission of cultivating individuals with integrity, ensuring that moral and physical education progress hand in hand.

Keywords: Ideological and political education; College sports; Physical education

Online publication: December 31, 2024

1. Connotation and characteristics of physical education courses

Physical education courses are an important part of the school curriculum system. They are mainly based on physical activities and promote the physical health development of students through physical exercise. They also aim to cultivate students’ lifelong sports awareness and habits, helping them develop healthy psychology and a well-rounded personality^[1]. The main characteristics are as follows: First, physical education courses have a strong sense of purpose. The physical education curriculum aims to enhance physical fitness through various sports activities to enable students to master certain sports knowledge and skills, improve sports ability, enhance physical fitness, and develop good habits, so as to promote the harmonious development of body and mind^[2]. Second, physical education courses have rich cultural content. As an important part of the school curriculum system, this course has not only the function of physical education but also the function of cultural education.

It improves students' cultural quality and cultivation by imparting basic knowledge, skills, and methods. Third, as a special form of education, physical education courses not only enable students to improve their physical fitness and sports skills but also cultivate their healthy psychology and correct values.

2. Necessity and importance of integrating ideological and political education into college physical education courses

Course ideological and political education is a concept, method, and value orientation. Course ideological and political education aims to adhere to the central task of cultivating moral character and integrating ideological and political work into all aspects of education and teaching^[3]. Integrating physical education courses with ideological and political education is an essential approach for colleges to fulfill their fundamental task of cultivating moral character. Physical education courses are rich in content and diverse in form, including both theoretical knowledge education and practical skills training, which are conducive to the ideological and political education of students.

First of all, the ideological and political integration of physical education courses is helpful in improving the physical quality and health level of college students. Physical education is one of the most simple and effective ways for college students to acquire sports skills and exercise their physical qualities. The ideology and politics of physical education curriculum require physical education teachers to integrate moral education into the teaching process, which can not only effectively improve students' physical quality, but also enrich their physical and cultural knowledge, enhance their interest in sports activities, and promote their physical and mental health development. Secondly, college students are in the critical period of the formation and development of life values, thus integrating ideological and political education into physical education in colleges and universities is conducive to the cultivation of students' correct worldviews, outlook on life, and values^[4]. Physical education curriculum ideology and politics can help enhance college students' sense of social responsibility. College physical education teachers should combine their own professional characteristics in teaching and integrate moral education into classroom teaching, which can not only enhance students' interest in learning professional knowledge but also improve students' sense of responsibility and mission to society and the country.

In addition, the professional quality of teachers has a direct influence on the ideological and political effect of the physical education curriculum^[5]. College physical education teachers, in addition to possessing basic professional knowledge and skills, should also have high political qualities. Teachers can research and dig deep into their own value concepts, life ideals, etc. There are various ways to combine ideological and political education with physical education so that students can not only acquire professional knowledge and skills but also receive ideological and political education.

As far as schools and society are concerned, ideological and political education in physical education plays an important role in the harmonious development of schools and society. The first college physical education curriculum ideological and political help to promote social harmony, because sports is a collective activity with a strong collectivist spirit. In physical education classes, students' cooperation and unity in completing exercises can help college students strengthen their sense of teamwork and collective honor. Secondly, the physical education curriculum is helpful in promoting harmony in the school, and the school can give full play to the initiative and enthusiasm of the students by carrying out the physical education curriculum. Finally, the ideology and politics of physical education in colleges and universities help to promote the harmony of the campus, while

the development of physical education courses in colleges and universities can promote campus culture. At the same time, carrying out social practice activities is also conducive to the improvement of the ideological and political education level of college students.

3. Problems existing in the current physical education classroom teaching in colleges and universities

In the actual physical education teaching process in colleges and universities, due to the influence of traditional teaching concepts, teachers often have insufficient understanding of the significance of physical education courses, with single teaching methods and means, boring teaching content, and low student enthusiasm and participation in physical education courses^[6,7]. The single content and form of physical education classroom teaching and the lack of novelty are the common problems faced by many college physical education courses. Secondly, the dominant position of teachers in college physical education classroom teaching is obvious, and students lack the opportunity to choose and learn independently^[8]. Third, there is a lack of a scientific and effective evaluation system. Students lack a scientific and comprehensive understanding and mastery of their academic performance and exercise effect. Finally, the lack of effective interaction between teachers and students in physical education classroom teaching makes it difficult to cultivate students' healthy and positive quality and mental outlook^[9,10]. The problems existing in physical education classroom teaching lead to poor teaching effects and failure to cultivate the talents with good ideological quality that society needs.

4. Countermeasures to improve the ideological and political thinking of college physical education curriculum

4.1. Strengthening ideological and political awareness and improving the political quality of physical education teachers

Teachers should fully realize the importance and necessity of ideological and political education in physical education and actively integrate ideological and political education into the teaching process. First of all, the ideological and political consciousness of teachers needs to be enhanced^[11]. Secondly, college teachers should continue to strengthen theoretical learning, improve their ideological and political literacy and professional level, and strengthen their own ethics and teaching style construction, so that they can become professional teachers with excellent political literacy, exquisite professional ability, and noble personality charm. Finally, colleges and universities should train physical education teachers regularly to improve their attention to ideological and political education and their professional ability.

4.2. Improving the curriculum design and promoting the ideological and political construction of physical education curriculum

The integration of ideological and political education into physical education teaching is a gradual process, which requires constant exploration and study as well as targeted design according to students' physical and mental development characteristics and actual needs. First, exploration and innovation in the teaching content and methods can be carried out; the teaching design is planned according to students' actual situation and interests. Finally, teachers should keep abreast of current events and adjust the course content in time.

4.3. Establishing multiple evaluation systems and models to promote students' all-round development

After-class evaluation is indispensable in the teaching process. In the teaching process, teachers can evaluate students through their learning situation, personal performance, and other aspects of performance, and provide feedback on the evaluation results to students, so that students can realize their shortcomings in teaching activities, stimulate their learning interest and enthusiasm, and encourage them to constantly improve themselves. The effective evaluation of students can be guaranteed by establishing a scientific and effective evaluation system. It can help teachers understand and master the performance of students in physical education teaching activities, so as to adjust teaching methods and strategies in time and improve the effect of physical education teaching. The multiple evaluation systems can evaluate students from many aspects, including students' basic knowledge and skills of sports, physical fitness and health status, mental outlook and will quality, interest in learning, attitude towards learning, and self-confidence in the learning process, as well as cooperation, unity, and team spirit in sports activities. Diverse evaluations can stimulate students' enthusiasm and initiative. In addition, the establishment of multiple evaluation systems can also help teachers find students' problems and shortcomings in the learning process in time, so as to make targeted adjustments and improvements, and then effectively improve the physical education classroom teaching effect.

Diversified evaluation models can also improve students' learning motivation. In college physical education, it is necessary to establish a suitable evaluation model according to the different characteristics of students. The combination of self-evaluation, mutual evaluation, and teacher evaluation allows a prompt understanding of students' learning situations and the problems existing in the teaching process. At the same time, this evaluation model can also effectively promote students to actively participate in physical education learning. Through this evaluation method, students' interest and enthusiasm in physical education classroom teaching can be improved.

4.4. Leveraging the network platform to enhance extracurricular activities

In physical education in colleges and universities, we can make full use of network platforms to carry out ideological and political education activities in physical education to improve students' physical literacy and moral education. First of all, we can design related sports ideological and political education resources in the course of physical education teaching. For instance, in the course of basketball teaching, the stories of some excellent basketball players, such as Ming Yao, Jianlian Yi, and Jeremy Lin, can be integrated into classroom teaching. Teachers can teach students about these basketball players through classroom teaching, stimulate students' interest in and love for basketball, and establish a correct outlook on life, values, and world outlook. In addition, the extracurricular activities and sports curriculum ideological and political combinations are conducted. Colleges and universities can organize and carry out a series of diverse extracurricular activities on a regular basis to enrich students' extracurricular lives. First of all, students can participate in sports competitions inside and outside the school, such as marathons, football, basketball, etc., enhancing students' self-confidence and exercising students' tenacious will quality. Secondly, sports association activities can be carried out. College sports associations are important carriers and platforms to carry out ideological and political work in the physical education curriculum. In the process of carrying out sports association activities, teachers can provide more opportunities for students to practice, so that students can exercise their will quality in practice and improve their comprehensive quality and skill level.

5. Conclusion

The implementation of moral education in colleges and universities cannot be separated from the combination of university physical education and ideology and politics. In classroom teaching, physical education teachers should actively explore the effective way of combining the two in teaching practice to promote the common development of physical education and ideological and political education in colleges and universities.

Disclosure statement

The authors declare no conflict of interest.

References

- [1] Guo Y, Lu C, 2024, Theoretical Framework and Promotion Strategy of Ideological and Political Construction of Physical Education Curriculum. *Journal of Physical Education*, 31(05): 80–87.
- [2] Han L, Li D, 2024, Discussion on the Integration of Ideological and Political Education Elements in College Physical Education Teaching—Review of the Design and Exploration of Ideological and Political Education in College Physical Education Curriculum. *Technology and Publishing*, (07): 143.
- [3] Zhao M, 2024, Research on the Concept and Practice Path of Ideological and Political Education in University Physical Education Curriculum Based on OBE Concept. *Journal of Strength and Conditioning Science*, 4(1): 19–23.
- [4] Yuan S, Wu J, 2023, Internal Logic and Implementation Path Construction of School Physical Education Curriculum Ideology and Politics in the New Era. *Journal of Guangzhou Institute of Physical Education*, 43(06): 1–8.
- [5] Zhou Y, 2023, Exploration on the Improvement of Ideological and Political Ability of College Physical Education Teachers. *Reference of Middle School Political Teaching*, (43): 111.
- [6] Zhu Y, 2023, Research on Construction of Evaluation Index System of Ideological and Political Integration Effect in Public Sports Basketball Courses in Undergraduate Colleges, dissertation, Northwest Normal University.
- [7] Li J, Fang J, 2022, An Analysis on the Path of Systematic Construction of Ideological and Political Curriculum in Colleges and Universities. *College Teaching in China*, (11): 64–71.
- [8] Zhang T, Wang Y, 2022, Research on Dilemma and Practice of Ideological and Political Construction of College Physical Education Curriculum. *Contemporary Educational Theory and Practice*, 14(05): 17–21.
- [9] Gao X, 2022, The Historical Inheritance, Theoretical Connotation and Practical Path of Thinking and Politics in Physical Education Curriculum. *Journal of Beijing Sport University*, 45(06): 36–47.
- [10] Tan T, 2022, An Analysis on the Path of Integrating Ideological and Political Education into College Physical Education. *Journal of Hubei Open Vocational College*, 35(13): 158–159 + 166.
- [11] Li X, 2024, Analysis on Innovation and Development of College Physical Education Teaching—Review of Innovative Practice of College Physical Education Teaching. *Chinese Journal of Education*, (10): 123.

Publisher's note

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