

Research on the Path of Ideological and Political Education Construction in College Physical Education Courses

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Abstract: The in-depth implementation of the requirement to cultivate people with moral integrity in college physical education courses is not only an inevitable result of ideological and political education in courses, but also an inevitable requirement for building a sports power in the new era. This paper takes the characteristic physical education courses of China University of Geosciences (Beijing) as the research starting point, incorporates the actual situation of physical education teaching and students' feedback on the courses, and specifically analyzes the key problems in the teaching process, such as difficulties in integrating ideological and political education into courses, insufficient exploration of ideological and political elements, and insufficient capabilities of physical education teachers. Furthermore, the following three practical paths are proposed: integrating geological, ideological and political resources, improving the capabilities of physical education teachers, and innovating physical education teaching methods.

Keywords: College physical education courses; Ideological and political education in courses; Practical paths; Geological characteristics

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1. Introduction

In the context of the continuous deepening of ideological and political education in courses, physical education, as one of the important subjects in college teaching, undertakes the mission of cultivating people with moral integrity^[1]. The construction of ideological and political education in physical education courses should attach importance to the integration of “morality” and “physical fitness” and give full play to the key role of ideological and political education in courses. On this basis, this paper will conduct a systematic study on the construction path of ideological and political education in college physical education courses based on the characteristic physical education courses of China University of Geosciences (Beijing).

2. The value concept of the construction of ideological and political education in physical education courses

2.1. Student-oriented

Student-orientation is the essential requirement for the construction of ideological and political education in physical education courses^[2]. Ideological and political education in physical education courses not only requires teachers to adopt diverse methods to enable students to master professional skills but also requires following the physical and mental development laws of students, teaching with a clear purpose, and making the teaching content more relevant. For example, in outdoor sports courses, it is necessary to consider students' psychological changes, physical fitness, and safety precautions, and then conceive how to reasonably integrate ideological and political themes, instead of making the ideological and political education in physical education courses a mere formality, which turns into shouting a few slogans and telling a few stories of athletes' hard-work, becoming a dispensable part^[3].

2.2. All-around development

All-around development is the ultimate goal of constructing ideological and political education in physical education courses^[4]. Take the wilderness survival course as an example. In the wild, students use wilderness survival theory to carry out division of labor and cooperation in groups to complete course projects such as finding water sources, making food, and building shelters to survive successfully. In the process of survival, they sacrifice personal interests for the collective interests and offer their wisdom and suggestions in group work, demonstrating noble qualities such as unity, cooperation, and selfless dedication. This truly provides everyone with an opportunity for all-around development and self-expression in physical education courses.

2.3. The unity of knowledge and action

The unity of knowledge and action is the fundamental principle for the construction of ideological and political education in physical education courses^[5]. Physical education courses themselves are the embodiment of the unity of knowledge and action. "The imparting of knowledge and skills and the cultivation of values are like the two wheels of a cart and the two wings of a bird. Course teaching cannot be carried out without the imparting of knowledge and skills and the cultivation of values; otherwise, the value of course teaching will be lost"^[6]. The construction of ideological and political education in physical education courses should accurately grasp the internal logical relationship between the cultivation of professional skills and the shaping of values, and organically integrate ideological and political elements into various links such as sports skills teaching, physical education theory explanation, and practical activity guidance, truly achieving the unity of knowledge and value.

3. The key problems in the construction of ideological and political education in physical education courses

3.1. Difficulties in integrating ideological and political education into courses

The difficulty of ideological and political education in courses lies first in how to integrate professional knowledge and ideological and political education^[7]. In the college physical education curriculum system, ideological and political education should not be confined to the traditional theoretical indoctrination model. Instead, it should rely on the unique practical and interactive characteristics of the physical education discipline, and through methods such as typical case teaching and situational experience, focus on guiding students' values.

However, due to significant differences in knowledge systems, teaching logics, and course goals between the physical education discipline and the ideological and political discipline, the organic integration of the two still faces many challenges, and it is urgent to improve the integration effectiveness through curriculum reform and teaching innovation. Through investigation, it is found that in outdoor sports courses, physical education teachers use the “Xuexitong” APP as the main platform for ideological and political education and complete the ideological and political education tasks through online answering questions, while offline teaching still focuses on rock-climbing skills. This “two-piece” phenomenon separates “teaching” and “education” at the source, ultimately resulting in the lack of practical results in ideological and political education in courses.

3.2. Insufficient exploration of ideological and political elements

Ideological and political elements are important “catalysts” for the construction of ideological and political education in physical education courses^[8]. College physical education courses mainly consist of the theoretical knowledge of physical education textbooks and the skills teaching of physical education teachers. Among them, as the carrier of physical education theoretical knowledge, physical education textbooks pay more attention to the exploration of skill-based knowledge and ignore the integration of ideological and political elements, resulting in a lack of humanistic thoughts and emotions. Whether in outdoor sports courses or wilderness survival courses, physical education teachers do not deeply explore rich geological, ideological and political resources in the actual teaching process and fail to construct teaching content that is compatible with the school situation, student situation, and teaching situation.

3.3. Insufficient capabilities of physical education teachers

The ideological and political education capabilities of physical education teachers directly affect the final effectiveness of the construction of ideological and political education in physical education courses^[9]. An ideal physical education course not only requires meeting the physical education course assessment standards but also requires physical education teachers to get rid of traditional physical skills training methods, understand students’ ideological and political education needs, grasp students’ ideological trends and the formation process of values, to improve the effectiveness of ideological and political education and truly achieve “from physical education to moral education”, “cultivating morality through physical education”, and “educating people through physical education”. However, currently, physical education teachers may pay too much attention to students’ physical education grades and not pay enough attention to the cultivation of students’ moral behaviors and social responsibilities^[10]. Even the online ideological and political assignments in rock-climbing courses are not included in the course assessment scores, which seriously weakens students’ participation and enthusiasm and greatly reduces the effect of ideological and political education.

4. The characteristic paths of the construction of ideological and political education in physical education courses

As a research-oriented university with characteristics in geology, resources, and environment, China University of Geosciences (Beijing) (hereinafter referred to as “CUGB”) has unique geological ideological and political resources^[11]. It has always adhered to the school motto spirit of “being hard-working and plain-living, and seeking truth from facts”, attached importance to physical exercise and the cultivation of the spirit of geologists, and focused on constructing a “grand geological culture concept” that integrates the school history, the history of

geology, and the development history of the geological industry. Now, taking the characteristic physical education courses of CUGB as the research starting point, this paper explores the implementation paths of the construction of ideological and political education in its courses.

4.1. Integrating geological, ideological and political resources

4.1.1. The spirit of CUGB

The spirit of CUGB refers to the excellent spiritual qualities accumulated by geological-type universities represented by China University of Geosciences (Beijing) during their long-term commitment to geological scientific research and geological education. The core of the spirit of CUGB is “being hard-working and plain-living, and seeking truth from facts”. Among them, climbers represented by Li Zhixin and Wang Yongfeng, in the emergency of oxygen depletion and life-threatening, braved strong winds and snowstorms, stepped on gravel and landslides, and after going through numerous difficulties and obstacles, finally successfully reached the summit of Mount Qomolangma, the highest peak in the world. Their feats not only demonstrated the school motto spirit of “being hard-working and plain-living, and seeking truth from facts” of China University of Geosciences (Beijing), the willpower and determination of CUGBers to “work hard, strive for excellence, and bravely climb the peak” and to build a world-class university in the field of earth sciences but also showed the enterprising and persistent climbing spirit of the Chinese people and the courage and determination of the Chinese nation in the new century to strive forward.

Outdoor sports, as a characteristic physical education course of CUGB, should organically integrate the “entrepreneurial spirit of hard-work and self-improvement, the value orientation of caring about the country and serving the people, the school spirit of seeking truth from facts and blazing new trails, and the educational style of teaching by precept and example” contained in the spirit of CUGB into the teaching links. Physical education teachers should deeply explore the internal connections between outdoor sports and rock climbing in terms of skill training, safety guarantees, and psychological quality training. By teaching the glorious deeds of “CUGBers who climbed Mount Qomolangma,” students can feel the importance of rock-climbing as a basic skill for the development of the geological cause, deeply understand that every achievement is inseparable from the hard-work of geological predecessors, and enhance their emotional identification with the geological cause, thus cultivating students’ perseverance and tenacity in sports activities.

4.1.2. The geological spirit

The geological spirit is a highly condensed expression of the great achievements of geologists and the history of geological development. The geological spirit mainly includes the “Li Siguang Spirit,” the “Three Glories” spirit, and the core values of geologists in the new era.

The “Li Siguang Spirit” is a precious spiritual wealth condensed and formed by a generation of geological science and technology workers represented by the famous geologist Li Siguang through long-term scientific research practice and hard work during the development process of China’s modern geological cause. In an important period when the country was in a state of reconstruction, Li Siguang resolutely gave up the favorable treatment abroad, broke through numerous obstacles, and returned to the motherland at his own expense. Taking “saving the country through science” as his responsibility, he led the scientific research team to start from scratch and founded a new field of geological mechanics research in China, laying a solid foundation for the national geological cause.

The “Three Glories” spirit is the “soul of geology”^[12]. “Taking pride in devoting oneself to the geological

cause” reflects the love of geologists for the geological cause and their patriotism in integrating personal ideals into national development. “Taking pride in hard work” reflects the hard-working entrepreneurial spirit of geologists in overcoming harsh environments and engaging in geological prospecting. “Taking pride in making contributions to prospecting” reflects the spiritual pursuit of geologists to ensure a sufficient supply of mineral resources for national resource and energy security. With the continuous development of the geological cause, the “Three Glories” spirit also needs to keep pace with the times, be continuously enriched and carried forward, so that it can continue to shine in the geological industry.

The core values of geologists in the new era are an organic integration and innovative development of the essence of excellent traditional Chinese culture, the genes of revolutionary culture, and the characteristics of geological culture. Its connotations mainly include “responsibility, innovation, cooperation, dedication, and integrity”. The core values of geologists in the new era reflect the common value pursuits of geologists, integrate the excellent value criteria of geologists, and are the most essential and decisive values in the social practice of geologists.

Outdoor activity courses should deeply integrate the core connotations of the “Three Glories” spirit and the “Li Siguang Spirit,” organically connect with the core values of geologists in the new era, and cultivate students’ sense of mission of “shouldering the responsibilities of the times,” and let students take every climbing training seriously, to transform students’ mental state of fearing hardship and fatigue^[13].

4.1.3. The Olympic spirit

The Olympic spirit is an important source of geological, ideological, and political resources. Physical education teachers should take Olympic deeds as the teaching content, deeply explore the Olympic spirit contained therein, and inject “Olympic blood” into outdoor sports courses.

The Women’s Volleyball Spirit is a general summary of the tenacious fighting and brave striving of the Chinese Women’s Volleyball Team. The “putting the motherland first, unity and cooperation, tenacious fighting, and never giving up” contained in the Women’s Volleyball Spirit can strengthen students’ determination to serve the motherland and contribute to the geological cause. Physical education teachers should draw experience from the Women’s Volleyball Spirit, let students gradually cultivate the noble qualities of unity, cooperation, and dedication in rock-climbing, and help students establish correct views of right and wrong, good and evil, and beauty and ugliness, so that they can accurately assess the moral impact of their behaviors.

4.2. Improving the capabilities of physical education teachers

4.2.1. Improving the research capability of physical education courses

Physical education teachers should take outdoor activity courses as the research subject, conduct a comprehensive analysis of students’ mental strength, arm strength, and physical strength. They should adopt easy-to-understand methods to teach students techniques such as grasping, holding, hooking, and embracing, as well as various footwork techniques. At the same time, they should conduct a detailed analysis of knot-tying techniques and protection techniques, down to every small movement. Timely carry out field training and assess students’ rock-climbing skills in a real-life environment to get feedback on their teaching level, draw experience and lessons from it, and further improve their teaching ability.

4.2.2. Improving the application capability of ideological and political resources

Physical education teachers should master dialectical thinking, thoroughly study and understand the school

history of CUGB and the history of geological development, continuously improve their ability to apply the basic principles of Marxism, timely enhance their ideological and political literacy, and specifically study various geological ideological and political cases^[14]. Then, let students discuss these cases and express their personal views and feelings. Practice the spiritual core reflected in the cases during rock-climbing and absorb the value concepts contained in the cases during the discussion, truly achieving internalization in the heart and externalization in actions.

4.3. Innovating physical education teaching methods

4.3.1. Reasonably applying the teacher expectancy effect

Physical education teachers should first fully believe that students can complete various physical education tasks, have positive expectations for students, encourage students to boldly try and actively practice, explore their potential sports talents, and meet students' psychological needs for love and respect. Therefore, in teaching, physical education teachers should subtly convey positive emotions. Through infectious language expressions, professional and standardized movements, and a sincere teaching attitude, create a positive teaching atmosphere, thereby stimulating students' emotional resonance and achieving the expected classroom results.

4.3.2. Making full use of modern educational technology

Modern educational technology, characterized by multimedia courseware, virtual simulation experiments, and intelligent interactive platforms, plays a significant role in expanding sports information and improving teaching efficiency. In outdoor activity courses, physical education teachers can use electronic teaching display boards, develop virtual rock-climbing simulations while embedding geological ideological-political case studies, and simulate real geological exploration scenarios, so that students can truly feel the teaching purpose of outdoor activity courses, enhance their practical experience, and plant the seeds of serving the country through geology in their hearts.

4.3.3. Adhering to the unity of explicit education and implicit education

Explicit education and implicit education are two sides of the same coin, complementary and inseparable^[15]. Physical education teachers should attach importance to the implicit education in physical education courses, pay full attention to the implicit educational factors in the classroom, and use various methods and means to directly or indirectly instill the "grand geological culture concept", fully embody it in the daily management of the school and the daily lives of students, and gradually create a good atmosphere of education by all staff, throughout the whole process, and in all aspects. This enables students to experience the positive incentive effect of geological culture and completely change the shortcoming that the teaching effect of physical education courses does not meet the requirements of ideological and political education in courses.

Disclosure statement

The authors declare no conflict of interest.

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