

Research on the Integrated Construction Path of the Ideological and Political Teaching Content System of Physical Education Courses in Primary, Middle, and Universities in the New Era

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Abstract: The core of curriculum-based ideological and political education is “comprehensive education by all, throughout the whole process, and in all-round ways.” It integrates ideological and political education into the teaching of various courses, constructs a collaborative education model, and implements the fundamental task of cultivating morality and nurturing people. As a compulsory course in primary, middle, and universities in China, physical education contains rich ideological and political elements, laying a good foundation for curriculum-based ideological and political education. This article analyzes the necessity of the integrated ideological and political education in physical education courses in primary, middle, and universities in the new era, analyzes the dilemmas in the integrated development of the ideological and political teaching content system of physical education courses in primary and middle schools, and proposes strategies such as clarifying the integrated curriculum goals of physical education in primary, middle, and universities, improving the integrated ideological and political content system of the curriculum, establishing an integrated education platform for physical education courses in primary, middle, and universities, and constructing an integrated evaluation system. The aim is to accelerate the integrated construction of the ideological and political teaching content system of physical education courses in primary, middle, and universities and improve the teaching and education quality of physical education courses.

Keywords: Primary, middle, and universities; Ideological and political education in physical education courses; Integration; Construction path

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1. Introduction

The “Opinions of the General Office of the State Council on Strengthening School Physical Education to Promote the All-round Development of Students’ Physical and Mental Health” emphasizes the need to improve the physical education and health curriculum standards, establish a connection system for physical education courses in primary, middle, and universities, cultivate students’ good exercise habits, enhance their health awareness,

gradually improve their sports skills and physical fitness, and promote the construction of the “Healthy China” strategy. With the further deepening of the educational concept of cultivating morality and nurturing people, the integration of curriculum-based ideological and political teaching has become a hot topic in physical education teaching reform. It promotes the connection and integration of physical education teaching content in primary, middle, and universities, urges physical education teachers to construct an integrated ideological and political teaching content system for physical education courses, do a good job in the connection of physical education teaching content at different school stages, and infiltrate ideological and political education in combination with the characteristics of sports events. This enables students to be influenced by ideological and political education during the exercise process, thereby improving their moral qualities and giving full play to the ideological and political education advantages of the physical education discipline.

2. Necessity of integrated ideological and political education in physical education courses in primary, middle, and universities levels

2.1. Meeting the needs of following the laws of physical education teaching

Physical education is a course that runs through primary, middle, and university in China. Its teaching content is coherent and consistent, aiming to improve students’ sports skills, physical fitness, and moral qualities^[1]. Based on this, the physical education teaching content at different stages should meet the physical and mental development needs of students. It is necessary to actively construct an ideological and political education system for physical education courses in primary, middle, and university, clarify the ideological and political education content and physical education teaching content at different school stages, and cultivate students’ positive, challenging, hard-working, never-giving-up, and patriotic virtues. This reflects the phased and continuous characteristics of physical education teaching and is conducive to promoting the integrated construction of ideological and political education in physical education courses in primary, middle, and higher education.

2.2. Implementing the fundamental task of cultivating morality and nurturing people

In order to further implement the fundamental task of cultivating morality and nurturing people, the education department should actively construct an integrated teaching system for ideological and political education in physical education courses in primary, middle, and higher education. On the one hand, it is necessary to clarify the integrated teaching content, teaching objectives, and teaching methods of ideological and political education in physical education courses in primary, middle, and universities, so that ideological and political education runs through physical education teaching and the concept of cultivating morality and nurturing people takes root in physical education classrooms. On the other hand, it is necessary to build an integrated teaching platform for ideological and political education in physical education courses in primary, middle, and universities to promote the communication among physical education teachers in primary, middle, and universities and better infiltrate ideological and political education, thereby improving the quality of the ideological and political education construction of physical education courses^[2].

2.3. An inevitable trend of the high-quality development of physical education

The integration of curriculum-based ideological and political education into physical education teaching in primary, middle, and university is conducive to making physical education courses more connotative and spiritual. By respecting the physical and mental development characteristics and sports levels of students at

different school stages, and skillfully integrating national sports culture and sports competitive spirit, it can cultivate the patriotic enthusiasm, hard-working, and self-improving virtues of primary, middle, and university students, and promote the high-quality development of physical education^[3]. At the same time, the ideological and political education construction of physical education courses in primary, middle, and universities is conducive to expanding the teaching content of physical education, stimulating students' enthusiasm for independent exercise, enabling them to be influenced by ideological and political education during exercise, improving their moral sentiment, and thus improving the quality of physical education.

2.4. Meeting the needs of co-educating between curriculum-based ideological and political education and ideological and political courses

The core of curriculum-based ideological and political education is to educate all students, throughout the whole process, and in all-round ways, advocating the integration of ideological and political education into the teaching of various courses. As a compulsory course running through primary, middle, and universities in China, physical education courses should actively construct an integrated system for physical education courses in primary, middle, and universities, adhere to the co-education of curriculum-based ideological and political education and ideological and political construction, give play to the educational value of physical education, and promote the development of students' core qualities^[4]. In addition, the integrated construction of ideological and political education in physical education courses in primary, middle, and university is conducive to putting ideological and political education into practice. For example, students can be influenced by teamwork during football and basketball training; students can be influenced by patriotism during martial arts training, improving their moral qualities.

3. Dilemmas in the primary, middle, and university physical education courses' ideological and political teaching content system integrated development

3.1. Insufficient understanding of the integration of ideological and political education in physical education courses in primary, middle, and higher education

At present, the phenomenon that physical education teachers in primary, middle, and university each focus on their stage of teaching is relatively common. There is a lack of communication among teachers at different school stages, which affects the integrated construction of physical education teaching content and ideological and political education content. Many physical education teachers believe that ideological and political education is the responsibility of ideological and political teachers and head teachers. They focus on the explanation of physical education and health knowledge and the organization of sports events, and do not handle the relationship between explicit education and implicit education in the integrated construction of ideological and political education in physical education courses well, affecting the connection of ideological and political education content in physical education courses at different school stages^[5].

3.2. The need to strengthen the construction of the physical education teacher team

The construction of the physical education teacher team in primary, middle, and higher education needs to be optimized, which is mainly reflected in the following two aspects. First, there is little cooperation among primary, middle, and higher education. There is no training for the integrated construction of ideological and political education in physical education courses, which affects physical education teachers' understanding of the integration of ideological and political education construction in physical education courses and makes it difficult

to achieve the connection of ideological and political education^[6]. Second, the individual ideological and political education abilities of physical education teachers in primary, middle, and higher education vary. The connection between ideological and political elements and the teaching of sports events and physical fitness training is rather rigid, affecting the teaching quality of ideological and political education in physical education courses.

3.3. Lack of integrity in curriculum evaluation content and methods

The top-level design of the physical education curriculum evaluation in primary, middle, and higher education is not perfect. The teaching evaluation indicators and evaluation methods for physical education courses at each school stage are not unified, and the teaching evaluation lacks integrity, which virtually affects the integrated construction of the ideological and political teaching content system of physical education courses. For example, the teaching evaluations of primary and middle school physical education mostly refer to the curriculum standards, with clear academic quality evaluation indicators for evaluating students' physical education core qualities and physical health. The teaching evaluation of university physical education courses refers to the physical health test and the "Guidelines for Universities", evaluating the curriculum construction, students, and teachers. It can be seen that the evaluation indicators at each school stage lack connection, affecting the integrated construction of the ideological and political teaching content system of physical education courses in primary, middle, and higher education^[7].

3.4. Simple repetition in curriculum content selection and organization

The curriculum content selection and teaching structure of physical education textbooks in primary, middle, and higher education are relatively simple. Most of them only focus on the teaching of their school stage, without considering the coherence and logic of physical education teaching content at the upper and lower school stages, resulting in the repeated appearance of the same content in physical education textbooks at each school stage, virtually increasing the teaching tasks of teachers^[8]. For example, the "track and field" module is set up in primary and middle school physical education textbooks, and the "crouch start" runs through the physical education teaching content of primary, middle, and higher education. The learning content and teaching requirements have no obvious changes, and this teaching content is not suitable for middle school and university students, causing a waste of educational resources.

4. Integrated construction paths of the ideological and political teaching content system of physical education courses in primary, middle, and universities in the new era

4.1. Actively clarify the integrated curriculum goals of physical education in primary, middle, and higher education

The education department should address the problem of insufficient connection of physical education courses at each school stage, clarify the integrated teaching goals of physical education courses in primary, middle, and higher education around the core qualities of physical education, and construct an integrated physical education curriculum system for primary, middle, and higher education. Vertically, the integrated physical education curriculum goals in primary, middle, and universities should conform to the guiding ideology of "health first," take the implementation of cultivating morality and nurturing people as the fundamental task, and set curriculum goals and teaching goals according to the physical and mental development characteristics and sports levels of students of different ages. The core qualities of physical education should run through the physical education

curriculum system in primary, middle, and higher education to improve students' sports abilities, healthy behaviors, and sports virtues^[9]. At the same time, the integrated physical education curriculum in primary, middle, and higher education should clarify the teaching goals of modules such as track and field, ball games, sports dance, sports culture, and throwing sports, reflecting the physical education teaching standards and teaching goals at different school stages. Horizontally, the integrated ideological and political teaching content system of physical education courses in primary, middle, and higher education should conform to the cognitive characteristics, sports abilities, and physical and mental development characteristics of students at different school stages. For example, primary school physical education should focus on basic sports ability training, enabling students to master the basic skills of sports such as track and field, ball games, and sports dance; middle school physical education should carry out special sports teaching; university physical education should focus on cultivating students' special sports abilities, realizing the integration of physical education curriculum goals, and making ideological and political education run through physical education courses in primary, middle, and universities, thus steadily promoting the integrated construction of the ideological and political teaching content system of physical education courses in primary, middle, and universities^[10].

4.2. Improve the integrated curriculum content system with clear logic

The selection and connection of physical education curriculum content in primary, middle, and higher education should adhere to logic and regularity. It should not only conform to the laws of students' physical and mental development and sports skill development but also reflect the logic of textbook compilation, ensuring the coherence and logic of physical education teaching content at different school stages^[11]. First, when selecting and constructing the integrated teaching content of ideological and political education in physical education courses in primary, middle, and universities, the education department should grasp the logical relationship between the physical education teaching content at the upper and lower school stages, ensure that the physical education teaching content at the upper and lower school stages is progressive, conforms to the laws of students' physical and mental development and movement development, and gradually increases the difficulty of physical education teaching, laying a good foundation for the integrated teaching content of the ideological and political teaching content system of physical education courses. For example, primary school basketball teaching focuses on dribbling, shooting, and passing; middle school basketball teaching focuses on the three-step lay-up, basketball game rules, and basic tactical cooperation; university basketball teaching focuses on offensive and defensive drills and basketball games, making the integration of ideological and political content in physical education courses in primary, middle, and universities more reasonable and cultivating students' virtues of teamwork, hard-work, and perseverance^[12]. Second, the integration of ideological and political teaching content in physical education courses in primary, middle, and universities should reflect regularity, avoid teaching some low-level repetitive content, do a good job in the connection of teaching content of sports events at different school stages, optimize the allocation of teaching resources, stimulate students' enthusiasm for exercise, enable them to be influenced by ideological and political education during exercise, and thus improve their moral qualities. For example, in the track and field sprint teaching of physical education courses in primary, middle, and universities, primary school physical education sprint training can teach the "crouch start" method; middle school sprint training focuses on explosive force training and relay training; university sprint training conducts special training, avoiding the repetitive teaching of low-level teaching content, cultivating students' virtues of challenging themselves and being hard-working, and highlighting the advantages of the integrated construction of the ideological and political teaching content system of physical education courses in primary, middle, and

universities.

4.3. Establish an integrated education platform for ideological and political education in physical education courses in primary, middle, and higher education

In the new era, the education department should seize the opportunity of “Internet +” education, build an integrated teaching platform for ideological and political education in physical education courses in primary, middle, and universities, promote the communication among physical education teachers in primary, middle, and universities, facilitate their understanding of the physical education teaching content at the upper and lower school stages, and help them carry out the integrated construction of the ideological and political teaching content of physical education courses^[13]. First, the education department can regularly organize online training to facilitate online communication among physical education teachers in primary, middle, and higher education. It can explain relevant knowledge points such as the connotation of curriculum-based ideological and political education, the “Compulsory Education Physical Education and Health Curriculum Standards (2022),” the “General High School Physical Education Curriculum Standards (2017 Edition, 2020 Revision),” and the university physical education curriculum standards to help physical education teachers understand the physical education curriculum standards at the upper and lower school stages, do a good job in the connection of the ideological and political teaching content of physical education courses, and improve the ideological and political education ability of physical education teachers. Second, physical education teachers in primary, middle, and higher education can share ideological and political education cases and teaching videos of physical education courses online, clarify the ideological and political elements contained in sports such as basketball, football, martial arts, middle- and long-distance running, and rope skipping. For example, team spirit and patriotism education are infiltrated in football and basketball teaching; cultural confidence is infiltrated in martial arts teaching. By closely connecting ideological and political elements with physical education teaching content, they can do a good job in the connection of the ideological and political teaching content of physical education courses at different school stages, thereby improving the quality of the integrated construction of the ideological and political content system of physical education courses in primary, middle, and universities^[14].

4.4. Construct an integrated curriculum evaluation system with a progressive hierarchy

The integrated construction of the ideological and political teaching evaluation of physical education courses in primary, middle, and universities should conform to the curriculum standards at different school stages and the development needs of students’ physical education core qualities, reflect hierarchy and scientificity, evaluate students’ sports skills, health awareness, and sports virtues, implement the concept of student-centered and individualized education, thereby stimulating students’ enthusiasm for independent exercise, helping them grow in physical education learning, and promoting their all-round development in morality, intelligence, physical fitness, aesthetics, and labor. For example, physical education teachers can evaluate students’ enthusiasm for independent exercise, the accuracy of movements, team spirit, and understanding ability of sports culture, clarify the evaluation indicators at different school stages, implement hierarchical evaluation, meet the physical education teaching evaluation needs of primary, middle, and universities, and improve the quality of physical education teaching^[15]. In addition, the integrated ideological and political teaching evaluation of physical education courses in primary, middle, and universities should increase process evaluation, evaluate the teaching process of physical education courses and the exercise process of students, be good at tapping students’ sports potential, and timely affirm their progress in training, thereby stimulating their enthusiasm for exercise, enabling them to fully engage in training, gradually improving the teaching quality of physical education courses, and

giving play to the educational value of the integrated ideological and political teaching content of physical education courses. At the same time, physical education teachers can use big data to conduct intelligent and accurate evaluations. For example, guide students to wear sports bracelets during exercise to monitor various data in real-time during students' exercise process, scientifically evaluate their sports abilities, timely adjust training methods, evaluation indicators, and evaluation methods, encourage students to actively train, deepen the construction of curriculum-based ideological and political education in physical education, and improve the educational quality of the integrated ideological and political teaching content of physical education courses.

5. Conclusion

In conclusion, the integrated construction of the ideological and political teaching content of physical education courses in primary, middle, and higher education is an objective requirement for implementing the fundamental task of cultivating morality and nurturing people and an inevitable choice for deepening the reform of physical education teaching. It is conducive to promoting the all-round development of students in morality, intelligence, physical fitness, aesthetics, and labor and promoting the construction of "Healthy China." For the integrated construction of the ideological and political teaching content system of physical education courses in primary, middle, and universities, it is necessary to clarify the integrated curriculum goals to promote the connection of physical education courses at different school stages; improve the integrated curriculum content system with clear logic to optimize the connection of physical education teaching content; establish an integrated education platform for ideological and political education in physical education courses in primary, middle, and universities to improve the ideological and political education ability of physical education teachers; and construct an integrated curriculum evaluation system with a progressive hierarchy to accelerate the integrated construction of the ideological and political teaching content of physical education courses in primary, middle, and universities.

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