

Research on the Construction of Curriculum Ideological and Political Education in Higher Vocational Physical Education Major

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Abstract: Curriculum ideological and political education is a key measure to implement the fundamental task of fostering virtue through education. As a cradle for cultivating future sports technical talents and professional qualities, the construction of curriculum, ideological and political education in higher vocational physical education majors plays a pivotal role in shaping students' sound personalities and cultivating their professional spirits. Therefore, this paper takes the curriculum ideological and political education of higher vocational physical education majors as the starting point, analyzes the current problems existing in the development of curriculum ideological and political education in these majors, and puts forward some practical methods and suggestions, such as excavating ideological and political elements to enrich teaching content, updating teaching methods to strengthen educational effects, and improving evaluation systems to optimize assessment mechanisms. Thus, it promotes the integration of physical education and ideological and political education, and cultivates more craftsman-type talents with exquisite professional skills and profound patriotic feelings for the country.

Keywords: Higher Vocational Education; Physical Education Major; Curriculum Ideological and Political Education

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1. Introduction

The direction of education reform in the new era is to implement the fundamental task of fostering virtue through education and cultivate socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor. Curriculum ideological and political education is a new type of education method that integrates ideological and political education into various curriculum teachings. It breaks the previous dilemma of "two skins" between ideological and political education and professional course teaching, and becomes an important path to realize "all-staff education, all-process education, and all-round education." The goal orientation of higher vocational physical education majors is to cultivate applied talents such as primary and secondary school physical education teachers and social sports instructors. Its curriculum system has strong

practical, technical and humanistic characteristics, which endows the major with unique curriculum ideological and political resources, from the spiritual core extracted from traditional Chinese sports culture, to the will quality tempered in the process of sports training, and then to the team spirit and rule awareness displayed in sports competitions, all of which are good carriers for carrying out curriculum ideological and political education. Exploring how to effectively implement the construction of curriculum ideological and political education in higher vocational physical education majors is not only a response to the requirements of the national education policy, but also a specific starting point for improving the quality of talents.

2. Significance of the construction of curriculum ideological and political education in higher vocational physical education majors

2.1. Inherent requirement for implementing the fundamental task of fostering virtue through education

Fostering virtue through education is the fundamental task of education, and its essence is to cultivate “new people of the times with both virtue and ability, and virtue first”. The future jobs of higher vocational physical education majors are engaged in sports teaching, fitness guidance and other professional work, and their words and deeds will have a demonstration effect on students’ formation of values^[1]. The construction of curriculum ideological and political education can integrate socialist core values, professional ethics, family and country feelings and other contents into the teaching process of sports skills courses, so that students can deeply understand the value logic behind concepts such as “health first,” “fair competition” and “solidarity and cooperation” while learning and mastering sports skills, realizing the integration of skills and morality, and the simultaneous cultivation of morality and skills. For example, integrating the Olympic spirit of “Faster, Higher, Stronger—Together” into track and field teaching can guide students to break through the limitations of individual competitions and establish a sense of collective honor and social responsibility; explaining “stopping warfare as martial arts” and “great chivalry” in traditional martial arts teaching helps students understand the peace gene and sense of responsibility in excellent traditional Chinese culture^[2].

2.2. Key path to improve the educational effectiveness of physical education majors

The traditional physical education teaching mode focuses on the standardized training of technical movements, while neglecting the shaping of students’ ideological character. The construction of curriculum ideological and political education reconstructs the teaching content and methods, turning ideological and political education from an “additional link” into an “inherent element”, thus making the education process more permeable and appealing^[3]. On the one hand, when learning and mastering sports skills, students will always encounter physical fatigue, psychological setbacks and other situations, which involves cultivating the will quality of perseverance and never giving up; on the other hand, the existence of group sports such as team projects and competitive games provides a real scene for cultivating rule awareness, cooperative spirit and anti-frustration ability^[4]. For example, when organizing group competitions in basketball teaching, teachers can emphasize the cooperative spirit of “trusting teammates and obeying the overall situation” through tactical cooperation, explain the sportsmanship of “respecting rules and fair competition” by using penalty disputes, and turn ideological and political education from empty preaching into vivid experience, which greatly improves the educational effect.

2.3. Important carrier for inheriting traditional Chinese sports culture and cultivating cultural confidence

Traditional Chinese sports culture has a long history, from the “Six Arts” in the pre-Qin period to the blooming of martial arts schools in the Ming and Qing dynasties; from traditional health-preserving techniques such as Tai Chi and Baduanjin to modern national traditional sports events such as dragon dancing and shuttlecock kicking. All of them contain the philosophical wisdom and spiritual pursuit of the Chinese nation^[5]. Higher vocational physical education majors are the main positions for spreading sports culture. The construction of curriculum ideological and political education can sort out the ideological and political elements contained in these cultural resources: the philosophical thought of “overcoming hardness with softness and balancing yin and yang” emphasized in Tai Chi can be extended to dialectical thinking and the ecological concept of harmonious coexistence; the “mutual assistance and striving for excellence” in dragon boat racing customs can also interpret the contemporary value of collectivism and patriotic feelings^[6]. Integrating such cultures into teaching can not only enhance students’ sense of national cultural identity but also give play to the function of “educating people through culture”, cultivate cultural confidence, and promote the creative transformation and innovative development of excellent traditional Chinese culture.

3. Practical countermeasures for the construction of curriculum ideological and political education in higher vocational physical education majors

3.1. Deeply excavate ideological and political elements to enrich teaching content

Firstly, focus on curriculum modules and excavate ideological and political elements by classification. According to the core courses of physical education majors, combined with the teaching objectives and content characteristics of each module, accurately extract ideological and political elements^[7]. For example: Track and Field Course: excavate the marathon spirit of “persisting to the end”, the sense of competition rules of “fair competition,” and the challenging spirit of “surpassing oneself”; Martial Arts Course: refine the martial ethics norms of “valuing martial arts and emphasizing virtue”, the traditional health-preserving wisdom of “harmony between man and nature”, and the national spirit of “self-improvement”; School Physical Education Course: integrate the teacher’s mission under the background of the “Healthy China” strategy, the educational concept of “student-oriented”, and the practical path of “simultaneous development of five educations”; Sports Training Course: emphasize the scientific and rigorous training attitude, the educational wisdom of “teaching students in accordance with their aptitude”, and the competitive ideal of “winning glory for the country”.

Secondly, link current political hotspots to strengthen the integration of contemporary themes. Combine major national strategies such as “Healthy China 2030”, “integration of sports and education”, “national fitness,” as well as major sports events such as the Winter Olympics and Asian Games, and transform contemporary propositions into teaching cases. When explaining the “sports industry”, the concept of “green Olympics” in the Beijing Winter Olympics can be introduced to analyze the application of technological innovation and sustainable development in sports; when talking about “school physical education”, combine the sports after-school service activities carried out under the current “double reduction” policy to make students think about the sense of responsibility they shoulder as future physical education teachers^[8]. Enhancing the contemporary nature of classroom teaching through current political hotspots can also cultivate students’ family and country, and social responsibility.

Thirdly, rely on local resources to highlight regional characteristics. Incorporate local traditional sports cultural resources (ethnic minority sports projects, regional characteristic martial arts schools) into teaching content. For example, higher vocational colleges in Yunnan can introduce Dai peacock boxing and “Yi Damo Qiu”

(a traditional Yi sport), and talk about the national history and ecological protection concepts behind them while explaining movement techniques ^[9]; higher vocational colleges in Shandong can connect with Cuju culture to clarify the inheritance relationship between ancient sports and modern football. The integration of local resources can enrich teaching content and arouse students' sense of local identity and cultural pride. Teaching methods are the "bridge" for the implementation of curriculum, ideological and political education. Higher vocational physical education majors should break the traditional skill teaching mode of "teacher demonstration—student imitation," and build a diversified teaching method system of "situational immersion, practical experience and digital empowerment", so that ideological and political education can be carried out "silently" ^[10].

3.2. Innovate teaching methods to enhance educational effects

(1) Situational Teaching Method: Create immersive educational scenes

With the help of simulating real situations or reproducing historical events, let students experience the connotation of ideological and political education through physical participation ^[11]. For example, in the teaching of "sports game compilation", assign the task of "red-themed sports meeting", requiring students to design games based on historical backgrounds such as the rapid march on the Long March and the Nanniwan reclamation, taking into account interestingness, educational significance and safety issues. In the process of consulting historical materials, formulating rules and implementing them, students can deepen their understanding of the revolutionary spirit, and exercise their innovative awareness and social responsibility. In addition, VR technology can be used to reproduce classic sports event scenes (such as the opening ceremony of the 2008 Beijing Olympics), allowing students to personally experience the moment of China's sports rise, thereby stimulating national pride.

(2) Practical Experience Method: Strengthen the educational logic of integrating knowledge and practice

The practical characteristics of physical education determine that "learning by doing and comprehending by learning" is the best educational method. Teachers can design dual-target teaching tasks of "skills + ideological and political education", allowing students to reflect on the value implications in practice ^[12]. For example, when carrying out "outward bound training", set up projects such as "trust fall" and "high-altitude broken bridge", requiring students to complete them in groups and talk about their feelings: experience "responsibility and commitment" through "trust fall", and perceive "breaking through fear and challenging oneself" through "high-altitude broken bridge". Students can also be organized to participate in community sports services (such as fitness guidance for the elderly and sports teaching support for left-behind children), and practice the volunteer spirit of "dedication and fraternity" in the process of helping others, realizing the unity of "skill output" and "value internalization" ^[13].

3.3. Improve the evaluation system and optimize the assessment of curriculum ideological and political education

(1) Optimize evaluation indicators and highlight ideological and political dimensions

On the basis of the original skill assessment (such as the standardization of movements and compliance results), add evaluation indicators for ideological and political literacy, including:

- (A) Learning Attitude: whether actively participating in classroom ideological and political discussions and taking the initiative to reflect on the value connotation behind skills;
- (B) Teamwork: whether embodying the spirit of tolerance and mutual assistance in group projects and being able to properly handle differences;

- (C) Professional Ethics: whether abiding by teachers' ethics and norms in simulated teaching or internships (such as protecting students' safety and respecting individual differences) ^[14];
- (D) Innovative Awareness: whether being able to innovate teaching designs by combining ideological and political elements (such as integrating red culture into physical education lesson plans).
- (2) Innovate evaluation methods and focus on process records
- Adopt the method of "quantitative + qualitative" and "self-evaluation + mutual evaluation + teacher evaluation" to comprehensively record the development track of students' ideological and political literacy. Establish a "curriculum ideological and political growth file bag" to collect students' classroom speech records, practical reflection logs, volunteer service certificates, teaching design plans and other materials; use the "360-degree evaluation method" to invite students to evaluate each other's teamwork and practice units to assess professional ethics ^[15]. Use big data to analyze students' frequency of participating in ideological and political topic discussions on online platforms and the duration of watching micro-lectures, as supplementary references for process evaluation.
- (3) Strengthen the application of results and give play to the guiding role
- Link the assessment results of curriculum ideological and political education with academic evaluation, selection of excellent students and professional development. For example, stipulate that students whose ideological and political literacy fails to meet the standards must participate in the "ideological and political supplementary training workshop"; take ideological and political performance as the main indicator when selecting "excellent interns" and "teaching skills competitions"; invite enterprise tutors to participate in defense reviews, focusing on examining students' comprehensive abilities of "excellent skills and qualified teachers' ethics". Through the application of results, students are urged to attach importance to ideological and political learning, realizing "promoting construction and reform through evaluation".

4. Conclusion

In summary, the construction of curriculum ideological and political education in higher vocational physical education majors is systematic, and its core is to promote the integration of education and the teaching of sports skills, and the coordination of educating people through physical education and educating people through culture. In response to the development requirements of vocational education, higher vocational colleges need to pay attention to strengthening top-level design, effectively improve system guarantees, and promote the implementation of curriculum ideological and political education, to cultivate physical education talents who master sports skills and have good psychological quality, and contribute to the construction of a sports power.

Disclosure statement

The author declares no conflict of interest.

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