

Study on the Teaching Design of “College Physical Education” Course with Ideological and Political Elements

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[**Abstract**] College physical education teachers should explore the college by highlighting goal-orientation for the ideological and political construction of the physical education curriculum, fully excavating and refining the ideological and political elements of the physical education curriculum, innovating in the ideological and political education methods in the physical education curriculum, and perfecting the ideological and political teaching evaluation system in the physical education curriculum. These are the realization paths of ideological and political construction in the physical education curriculum.

[**Key words**] college physical education curriculum; ideological and political elements; teaching design

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1 Introduction

General Secretary Xi Jinping pointed out in the report of the 19th National Congress of the Communist Party of China: “Extensively carry out national fitness activities, accelerate the construction of a sports power, and make preparations for the Beijing Winter Olympics and Winter Paralympics”. The national fitness strategy is in line with the Olympic glory plan, and the country is a sports power. The construction is synchronized with the development of healthy China, and the development of sports has provided an important strategic opportunity and platform for the training of sports talents in China. The question of who to train, how to train and for whom to train is also the fundamental issue of physical education. It is also the fundamental task of physical education to establish morality and the foundation of colleges and universities.

Ideological and Political Education in All Courses has been a new concept in the reform of ideological and political education in colleges and universities in recent years. It requires that all curriculum knowledge systems in colleges and universities incorporate ideological and political elements, and all teaching activities shoulder the function of cultivating morality, establish the concept of “big ideology and politics”, and promote all class courses and ideological and political theory courses to be in the same direction, forming a synergistic effect. College physical education is a public compulsory course for college students to use physical exercise as the main method, through reasonable physical education and scientific physical exercise process, to achieve the main goals of strengthening physical fitness, improving health and physical quality. It is “modern university conducts student physical fitness” and “the necessary means of education and personality perfection”. Therefore, digging out the

ideological and political elements contained in college physical education courses has important practical significance for improving the ideological and political literacy of college students and promoting their healthy growth and overall development.

2 Value of ideological and political construction in college physical education courses

Relying on the content of college physical education and actively carrying out ideological and political teaching of physical education courses, the following values will be realized: First, ideological and political education in physical education curriculum is an important carrier and key path to realize the goal of comprehensive education at present, relying on the basic carrier function of physical education curriculum, and fully excavating the ideological and political elements contained will help to excavate the spiritual content and value concept contained in the physical education classroom, and then realize the expected goal of physical education. Second, in the current college physical education, by integrating the concept of “Ideological and Political Education in All Courses” into physical education, enriching the humanistic connotation of physical education, surpassing the traditional and single “physical education” teaching, and forming correct ideological and political learning concepts for students. Third, college physical education curriculum contains various elements such as physical knowledge, practical skills, value emotions and behavioral norms, and is an important way to realize the goal of “one body and mind” education. By tapping the educational resources contained in physical education, we can guide students to experience the spiritual concepts and humanistic habits contained in physical education in a more intuitive and vivid way, and then use the teaching methods of practical participation to enrich students’ cognitive concepts and make better use of them, which is the educational value of physical education courses.

3 Teaching design of college physical education curriculum incorporating ideological and political elements

In college education, the teaching design of traditional college curriculum has a relatively fixed “model”, which is a concise reproduction of theoretical education. No matter which course and which teaching design mode is used, they all contain the most basic five elements, namely, teaching tasks and objects, goals, strategies, teaching process, and the final teaching evaluation of the course. The five basic elements of teaching evaluation, i. e. process, strategy, goals, tasks and objects are all interrelated with and restrict each other. They constitute the most basic overall framework of teaching design. College physical education curriculum incorporates ideological and political education elements. In the design of the curriculum, it is necessary to consider how to integrate ideological and political education elements organically. This requires certain concepts and methods for teaching design.

3. 1 Teaching tasks

The previous classroom teaching is a kind of traditional teaching, which purely aims to impart knowledge, and all the activities of teaching are to promote the single development of students. The task of current classroom teaching is to integrate the elements of ideological and political education into the classroom teaching process imperceptibly and organically. The most basic focus is on how to promote the development of students and how to cultivate their abilities. It is a new era for all levels of colleges and universities and the goals and ideas of the class curriculum teaching. Therefore, to integrate the concept of “Ideological and Political Education in All Courses” into college physical education, it is necessary to understand what to teach and how to teach. When designing teaching tasks, it is necessary to focus on the dream of a strong country in sports to cultivate students’ beliefs, use sports history to teach culture, and use physical exercises, competitions, and rules to teach spirit. The teaching

task promotes the ideological and political construction of the curriculum, takes morality construction to cultivate people as the fundamental task, and integrates ability training, knowledge transfer and value shaping. It is an important task to comprehensively improve the quality of personnel training, unify the process of educating talents and educating people, and constantly improve the teaching system and content system. Let students learn not only to master course knowledge, but also to master the law of development of things and shape their character.

3.2 Highlight goal – orientation for the ideological and political construction of the physical education curriculum

College physical education is a basic part of ordinary college education. Its curriculum goals include participation, sports skills, mental health, and social adaptation. The specific manifestations are: first, to enhance students' physical fitness; second, to improve students' special sports skills and cultivate the consciousness of lifelong physical education; third, to cultivate students' will and quality of tenacious struggle and surpass themselves; fourth, to cultivate students' spirit of fair competition, collectivism and patriotism. In the new era, integrating "Ideological and Political Education in All Courses" into college physical education is a key task for implementing the requirements of the "National General College Physical Education Curriculum Teaching Guidelines". Through there is effective physical education, students are actively guided to become compound talents with good morals and strong will. Colleges should provide a reform direction for realizing the organic integration of "physical education" and "education of people".

3.3 Formulation of teaching strategy

Teaching strategy is a central link in teaching design, an effective composition of teaching methods, ideas and techniques, and a strategy specially formulated to achieve the teaching goals of the course. It is also a holistic plan. The teaching methods used, implementation steps, effective media, and formal organizations of many teaching measures are implemented in the teaching process to complete the teaching task. In the teaching strategy, the teaching organization form, teaching method, method of study guidance, and teaching media should be specifically pointed out, especially the teaching media of college physical education. As the country's new era and conventional media teaching, it is used in the teaching of college physical education according to "curriculum ideology" that we advocate. There should be a place in China, such as the spirit of Chinese women's volleyball team and the development of teaching strategies. The China-Canada film and television chapter "Chinese Women's Volleyball Championship" is appreciated. Therefore, in the design of the new era college sports curriculum, the design of the media cannot be neglected when formulating strategies.

3.4 Teaching process

Ideological and Political Education in All Courses are integrated into classroom teaching. As a part of the teaching process of curriculum setting, it is necessary to first improve the evaluation content of the syllabus and teaching plan, and implement the curriculum objectives. In the past, the college physical education system was simply composed of teachers, students, and teaching content. Now it is necessary to innovate in classroom teaching models and promote the application of modern information technology in Ideological and Political Education in All Courses. In modern information technology, teaching media can be added to form the four elements of the teaching process: teaching content, teachers, students and media to stimulate students' interest in learning. The teaching process is the process of teaching activities, which is mainly manifested in the overall movement changes in the teaching system.

3.4.1 Fully excavate and refine the ideological and political elements in physical education curriculum

The choice of physical education content is the core issue of physical education design. The content of physical education not only answers what the teacher teaches, but also answers the question of how to teach. The design, implementation and evaluation of physical education are all carried out around the arrangement of physical education content. Different types of teaching content for physical education have different characteristics, and even the same type of teaching content involves different sports items and characteristics. Students will naturally have different physical and emotional experiences in teaching activities.

In order to integrate ideological and political elements into the content of physical education in the teaching process of college physical education teachers, it is necessary to find an effective “melting point” between the two, and to carefully design the content of ideological and political teaching in college physical education. First, college physical education teachers should be good at digging out and extracting ideological and political elements from different types of physical education teaching content, and implement ideological and political education based on the actual situation of students, such as endurance running, load-bearing running, obstacle running, and cross-country running. In the teaching of track and field events such as running, teachers should pay attention to the tempering of students’ will and quality, so that they can learn to be patient and persevering; in the teaching process of ball sports and collective sports, they can strengthen the education of patriotism and collectivism for college students. Students’ team spirit and sense of cooperation teach them to overcome individualism and egoism. Second, college physical education teachers can use China’s excellent traditional sports culture, typical cases and advanced deeds of influential famous figures, sports stars, and experts in the field of sports to carry out ideological and political education to stimulate students’ patriotism and drive them to serve the country. For example, Lang Ping, a famous female volleyball player in China, gave up the high salary of hundreds of thousands of dollars a year abroad for the benefit of the motherland and the expectations of the people, overcoming various difficulties, enduring the pain of separation from her family, and even having to pay compensation.

I decided to return to China to become the head coach of the national women’s volleyball team. I am willing to live a poor life with a monthly salary of several thousand yuan. This spirit of winning glory for the country and selfless dedication is worth learning.

3.4.2 Innovative methods of ideological and political education in physical education courses

Innovating in the methods of ideological and political education and optimizing the form of teaching organization are the key links to achieve the goal of ideological and political construction of college physical education courses, and are also important links in the implementation of physical education reform. The deep part of the teaching reform is the curriculum, and the painful part is the teacher. The professional and teaching level of teachers directly affect the quality and effect of classroom teaching. With the same teaching content, different teachers use different teaching methods and organizational forms, and the teaching effect will be quite different. The ideological and political education method of college physical education has its own uniqueness. If the general ideological and political education method is applied to physical education, it will appear to be a bit mechanical and formal, which makes it difficult to exert the ideological and political functions of sports.

3.5 Establish a scientific and reasonable evaluation system for ideological and political education in all courses

The purpose of curriculum activity evaluation is to improve the effectiveness of curriculum implementation

itself. Ideological and political education in all courses focuses on teachers, students, educational content and teaching methods, and adopts characteristic indicators for evaluation. This requires the optimization of the evaluation mechanism as an opportunity to deepen the comprehensive reform in the field of higher education, exploring the establishment of a scientific and reasonable evaluation system for ideological and political education in all courses. First, we must reasonably determine the subject of evaluation. The evaluation subject includes both the educational and teaching subjects within the school (such as teachers and administrators) and external subjects (such as third-party evaluation institutions). Each subject independently evaluates the practice effect of ideological and political education in professional courses, and then negotiates. A comprehensive evaluation is formed on the basis, and the reverse cause analysis of the evaluation results is carried out in a timely manner. Second, we must scientifically set the evaluation dimension in the implementation.

In the course with ideological and political education, it is necessary to be scientific and comprehensive for different evaluation subjects. Third, we must systematically carry out evaluation activities. The improvement of ideological and political literacy is a gradual process, and developmental evaluation principles need to be established. In terms of evaluation principles, more attention should be paid to qualitative evaluation rather than quantitative evaluation, and process evaluation rather than result evaluation.

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