

Analysis on the Dilemma and Path of Ideological and Political Implementation of Theoretical Courses in Physical Education in Universities

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Abstract: The construction and implementation of ideological and political education courses in physical education major have important theoretical and practical significance. However, there are many deficiencies in the construction of ideological and political courses in physical education majors, such as: insufficient awareness, insufficient adaptability, insufficient excavation of ideological and political elements of the curriculum, single teaching methods, and insufficient student participation. Therefore, it is necessary to improve teachers' ideological and political literacy and awareness, study the teaching content of the curriculum, explore relevant ideological and political elements, form a professional teacher team, stimulate students' interest in learning, attach importance to students' sense of experience, give play to the function of classroom teaching and build a shared platform to help teachers and students communicate.

Keywords: Ideological and political course, Colleges and universities, Physical education major, Dilemma, Real-time strategy

1. Introduction

Ideological and political education is a social practice in which society or social groups use certain ideas to improve their ideological concepts, political viewpoints, and moral norms, exert purposeful, planned, and organized influence on their members, and enable them to form ideological and moral qualities that meet the requirements of a certain society. We must embark on our own path of university development and build universities with Chinese characteristics better. "It is proposed that" we should make full use of the main approach of 'classroom teaching', so that various courses can coexist with 'ideological and political theory courses' and achieve common development. "As an important means of education, physical education should have a relatively important position in the teaching of ideological and political courses. The implementers of physical education teaching are talents in the field of physical education, so it is of great significance to improve the ideological and political level of these talents. This article takes the social needs of the new era as the starting point and explores the difficulties and implementation paths of ideological and political teaching in the teaching of basic theoretical courses in physical education [1].

2. The Coupling Degree of Ideological and Political Curriculum and the Theoretical Course of Physical Education

2.1. The Teaching Objectives of the Theoretical Courses of Ideological and Political Education and Physical Education have Consistency Characteristics

The teaching activities of physical education courses in colleges and universities should not only enhance students' professional theoretical knowledge and practical ability, but also guide them to form good living habits, establish correct values and cultivate all-round good teachers with ideals and beliefs, moral sentiments, solid knowledge and kindness. Professional talent training scheme is the way to promote the all-round development of the educated, and the goal of ideological and political course teaching is still to cultivate the all-round development of the educated. From this point of view, the teaching objectives of theoretical course teaching of physical education specialty are consistent, which makes ideological and political teaching in theoretical course teaching of physical education specialty in colleges and universities have a feasible basis.

2.2. There are Rich Ideological and Political Elements in the Theoretical Course of Physical Education Specialty.

The main goal of the physical education major is to cultivate physical education teachers. In physical education teaching, in addition to physical exercise for students, physical education teachers also need to cultivate students' spiritual qualities and thinking abilities during sports, such as the spirit of fair competition, teamwork, and perseverance. The spirit of "women's volleyball" and the inspirational stories of sports stars can stimulate students' perseverance and confidence in not afraid of difficulties. The theoretical courses of physical education in universities can subtly carry out ideological and political education for students. The ideological and political elements of the theoretical courses of physical education in universities can be introduced to help them better carry out ideological and political construction.

3. Problems in the Implementation of Ideological and Political Education in Theoretical Courses of Physical Education Specialty

The ideological and political courses in Chinese universities are in the process of reform and innovation, and both the Party and the state have given them new development requirements. The educational community has proposed the concept of "curriculum ideology and politics" for ideological and political education in universities, providing a new development direction for ideological and political education in universities. It has established a three-dimensional curriculum system that organically combines various disciplines such as ideological and political theory, public foundation, and professional foundation. The construction of the curriculum ideological and political system is still in the exploratory stage, and teachers have been exploring the implementation path and evaluation methods of curriculum ideological and political education. There are many problems in the practical process.

3.1. Teachers don't Pay Enough Attention to Ideological and Political Education and Their Teaching Ability is Uneven.

For the teaching of ideological and political courses, teachers' ideological and political awareness and ability are very important. According to the survey results, it can be seen that the majority of teachers believe that curriculum ideological and political education is not related to professional teachers. Therefore, there is a problem of insufficient ideological and political awareness among teachers in the teaching process, and there is no fundamental understanding of the connotation and significance of curriculum ideological and political education. Without meaning, there will be no action. Therefore, it is necessary to enhance the importance that teachers attach to curriculum ideological and political education. At the same time, over 60% of teachers believe that only mentioning current politics related to the teaching content during the teaching process and educating them is necessary to carry out curriculum ideological and political education. It can be seen that teachers should not only attach sufficient importance to the teaching of ideological and political education in the curriculum, but also fully and correctly understand and learn its connotation and significance[2-3].

In addition, due to the lack of systematic learning of ideological and political knowledge by professional teachers, there is a problem of uneven ideological and political abilities among teachers, which is a widespread problem in the implementation of curriculum ideological and political education.

3.2. The Excavation of Ideological and Political Elements is not Sufficient Enough.

There is a close connection between ideological and political elements and teaching content. Each professional course teacher has different comprehensive qualities and habits. Due to the fact that most professional teachers have not systematically studied ideological and political education, or even received education and training related to ideological and political education in the curriculum, they cannot fully and accurately explore ideological and political elements. This results in teachers not being able to timely explore ideological and political elements in processing and application, and therefore cannot fully carry out ideological and political education in professional theoretical teaching, Reduce teaching effectiveness. Few teachers integrate ideological and political elements into their professional courses, such as patriotism and cherishing life.

3.3. The Participation of Students is Low.

Professional theory courses are highly specialized and have a lot of teaching contents, so teachers should also complete the teaching of professional theoretical knowledge within the prescribed hours in the teaching process. Therefore, both teachers and students pay more attention to learning and mastering professional knowledge during teaching, thus ignoring the cultivation of other emotional and perceptual abilities. The fundamental reason for this phenomenon lies in the simple teaching method, fixed activity form and inflexible organization mode of teachers in teaching. At the same time, it is more because teachers do not give correct guidance and instruction, which makes students have no enthusiasm to participate in activities. Therefore, it is suggested to create a situation for students to participate in the discussion, so that students can understand and feel the philosophy of life in their active participation, thus naturally carrying out ideological and political education.

3.4. The Comprehensive Evaluation System of Curriculum Ideology and Politics is not Perfect.

Compared to teachers, the teaching process includes pre class preparation, in class teaching, and post class assignment, as well as the final evaluation process of the course. For students, pre class preparation, in class discussion and learning, completion of post class assignments, and completion of mid-term and final exams are other contents. However, how to evaluate the effectiveness of ideological and political education in the evaluation of ideological and political education in the course is a common problem. The evaluation system can provide a more intuitive understanding of the effectiveness of education, help teachers make timely adjustments, and improve teaching efficiency. Currently, in teaching practice, ideological and political education work cannot establish its own scientific and reasonable evaluation content system and normative system. It not only lacks evaluation of educational goals, but also evaluation of students' emotional cognitive effects. If there is a lack of effective evaluation, ideological and political education will clearly lack effective incentives in the implementation process[4].

4. The Practical Path of Ideological and Political Education in the Theoretical Course of Physical Education Specialty

4.1. Deepening the Understanding

In the construction of curriculum ideological and political education, teachers are the main force, "main channel", and "main battlefield" in teaching. Teachers should improve their political quality, set an example, change educational concepts, recognize the importance of curriculum ideological and political education, better play the educational function of curriculum ideological and political education, and promote the development of curriculum ideological and political education. Teachers of theoretical courses of physical education major need to start from the following three points: First, participate in training, focus on improving the ideological and political teaching ability of theoretical teachers of physical education major, cultivate a group of "ideological and political experts", "experts" and "skillful hands", and explore the ideological and political elements contained in them through discussion and communication, develop curriculum implementation plans, share excellent theoretical teaching cases, and take the essence to eliminate the dross. The second is to establish a high-quality team of ideological and political teachers, who will enter the college to guide the implementation of ideological and political courses; 3、Collecting and accumulating materials for ideological and political education in courses is a long-term construction process that requires the collection of high-quality resources, highlighting distinctive resources, and promoting resource sharing. Build a learning platform to better achieve resource sharing, communicate and share excellent cases and courses on the platform, constantly search for new methods of course ideological and political education, and improve teaching efficiency.

4.2. Improving the Participation of Students

The construction of ideological and political courses is closely related to the quality of cultivating students majoring in physical education. The implementation of ideological and political education courses in the core curriculum of physical education can be comprehensively implemented among the student group of physical education majors, increasing the number of students' participation. A competent physical education teacher must have rich practical experience, which requires teachers to

appropriately increase the proportion of students' practical experience in teaching design, encourage students to actively participate, and enable students to better feel the historical task of current physical education teaching. While improving their teaching level, they also need to help students establish their own moral concepts and better grasp the development trend, to better understand the needs of educational development.

4.3. Building a Shared Platform

The most important place for teachers to teach is in the classroom. In the limited time of classroom teaching, they apply the ideological and political mapping points of professional theoretical knowledge to teaching through various methods. The limitation of classroom ideological and political teaching is the lack of timeliness, so it is necessary to establish a real-time platform for teachers and students to share their own ideological and political elements related to professional theoretical knowledge at any time. This platform allows learning and communication to go beyond time and place, providing feedback on teaching effectiveness at any time, and stimulating the exploration of ideological and political elements by teachers and students.

4.4. Establishing a Scientific Evaluation System

Incorporating ideological and political assessment into teaching evaluation can motivate teachers to design teaching content that is suitable for it, thereby promoting students to attach importance to learning ideological and political knowledge. The curriculum ideological and political evaluation system needs to include classroom assessment, after-school assessment, and comprehensive evaluation. Classroom assessment is divided into the following three points. Firstly, student attendance accounts for 5%, and attendance rate is the most basic quality assessment that evaluates students' self-management ability; Secondly, preview accounts for 5%. Thirdly, classroom performance accounts for 10%, and students' group collaboration ability is measured based on their ability to actively solve problems in class and their enthusiasm for group discussions. The focus of post class evaluation is on evaluating students' homework, accounting for 20%. The homework after class mainly focuses on discussion questions, combining theoretical knowledge with current real-life events. For example, analyzing recent large-scale competitions, exploring the professional theoretical knowledge and strategic intentions used by athletes, testing students' mastery of theoretical knowledge, and cultivating their ability to discover and solve problems. Comprehensive evaluation is mainly divided into final exams and student evaluations, with final exams accounting for 50% and student evaluations accounting for 10%. Comprehensive evaluation can help understand students' mastery of knowledge. Adding subjective questions is beneficial for improving students' ability to use divergent thinking to solve problems; Set up ideological and political assessment content; The evaluation among classmates mainly includes aspects such as students' living habits, respecting teachers and valuing education, and learning attitudes.

4.5. Strengthening the Ideological and Political Training for Teachers of Theoretical Courses in Physical Education

In teaching, teachers are the main body, and their cognitive level directly affects the teaching effect. Therefore, attention should be paid to teachers' participation in ideological and political training related to the curriculum. Focusing on the specialized training of teacher ethics and professional conduct, as well as the specialized training of ideological and political teaching abilities, we explored and sorted out the ideological and political elements, ultimately forming a teaching achievement set, established a special research on curriculum ideological and political education, and conducted in-depth exploration of the depth and breadth of implementing curriculum ideological and political education in physical education professional courses.

4.6. Establishing a Construction Team for the "Curriculum Ideological and Political Education" Project in the Sports Major

In order to better implement ideological and political education in the teaching of theoretical courses in physical education, a comprehensive analysis of the course characteristics is conducted in advance, feasible plans are proposed, and each link in the teaching is carefully analyzed, discussing ideological and political elements, entry points, teaching methods, evaluation indicators, etc. In order to better implement the construction of ideological and political courses in the curriculum, professionals

in ideological and political education should be invited to participate in the curriculum construction group to ensure that the ideological and political elements of the curriculum are fully explored, teaching methods are appropriate, and evaluation indicators are set reasonably.

5. Conclusion

When conducting theoretical courses in physical education, it is necessary to select ideological and political elements that are consistent with the educational content based on the actual situation, and combine them with the course content to improve the quality of theoretical courses and optimize teaching effectiveness. There are many ideological and political elements in physical education, and integrating them with moral education has certain advantages. It can better promote the development of ideological and political education, promote physical education theory teaching, assist ideological and political courses in cultivating students to establish correct three perspectives, and achieve the goals of physical education teaching in the new era.

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