

A Study on the Value of Civic Practice in Collegiate Physical Education Curriculum Based on the Athletic Education Model

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Abstract: This study focuses on the innovation of thinking politics in the physical education curriculum, with particular attention to the model of competitive education based on colleges and universities. The study aims to explore the strengths and weaknesses of this model and to examine its potential impact on the development of physical education curricula. The study uses a qualitative research approach to assess the effectiveness of the model through a literature review and case studies. The findings suggest that the competitive education model can enhance physical education programs, improve students' physical fitness, and promote healthy competition. However, there are potential drawbacks that must be considered. The paper concludes that a university-based model of competitive education can be an effective approach to physical education curriculum development, but the implications for students, faculty, and policy makers need to be carefully considered.

Keywords: competitive education, physical education curriculum, innovation, reflection, government

1. The necessity of the competitive education model for thinking about the physical education curriculum in higher education institutions

1.1 The need to promote the new curriculum reform

The new curriculum reform emphasizes that physical education curriculum should adapt to the requirements of society and cultivate talents who can adapt to the development of society. The new curriculum reform should also deal with the relationship between the traditional education model and the reform, and should actively absorb the advanced educational ideas and theories while giving full play to the essence of the traditional education model. In addition, the implementation of the new curriculum reform requires a certain amount of theoretical guidance. The theory of athletic education model is a theoretical model that integrates physical education and sport. Integrating the theory of athletic education into the theoretical system of the new curriculum is an update of teaching values, students' quality development, teaching goal system, curriculum content system, and teaching implementation method system, and this integration can promote quality education and the concrete implementation of the new curriculum[1-2].

1.2 To improve the physical quality of students, athletic ability, to create the need for the campus athletic culture atmosphere

The competitive nature of competitive sports can overcome the embarrassing situation that traditional physical education is technically oriented and produces boring and inefficient classes, and students like sports but hate physical education classes. The competitive nature of the competitive education model will stimulate high school students' playful nature and make them devote themselves to physical education classes, and the competitive factor becomes the main factor to stimulate students' physical education knowledge and skill learning. Over time, students' athletic habits are developed and their athletic abilities are enhanced. Therefore, students' acceptance, participation and persistence in physical education will lead to the improvement of their physical fitness and athletic ability[3]. Athletic education is the "education of free agents", and the model of athletic teaching is to develop students' ability, teamwork, sports ethics, role and social responsibility in a certain competitive sport through fair and impartial formal competition. Therefore, it is also a kind of education to improve personality[4].

1.3 The use of competitive sports teaching models will create a competitive culture on campus.

Firstly, the spirit of sports will penetrate into students' study, life, recreation and cultural activities through sports activities, and influence the formation of students' values. Secondly, the competitive education teaching model can develop students' ability of a certain competitive sport, team cooperation, sports ethics, role taking and social responsibility, and promote students' overall coordinated development. Finally, the most important characteristic of the model of competitive education teaching is that it is interesting and caters to students' expectations of physical education textbooks[5-6].

2. The purpose and characteristics of the athletic education model of the physical education course in higher education institutions

The model of competitive education is a theoretical model developed on the basis of sports education, which integrates physical education and athletics. The model is actually a concrete sign of transition and improvement from the past theory of sports means to the theory of the purpose of sports education. This study uses the characteristics of the important stage of the formation of college students' emotion, cognition, will and three views, introduces the theory of the model of athletic education, designs the teaching process and classroom teaching model system from the three-dimensional perspective of biology, psychology and society, and verifies the feasibility and application value of the model of athletic education in high school physical education programs, so as to improve students' interest in physical education learning and accumulate school-based experience for the implementation of physical education integration[7].

The basic features of the competitive education model are team affiliation, seasonality, normative competition, openness of records and points, festivity and implementation in a way that reflects profound ideological values and the spirit of ideology, which can effectively extend and expand the functions and goals of the curriculum. The model organically combines the course with the positive nature of athletics in sports, and is taught in teams and throughout the course. By playing fair competition between teams, collaborating within teams, setting team names, slogans, costumes and mascots, students' psychological identity, sense of belonging and awe are deepened; in model teaching, students assume multiple identities as coaches, players, referees, physical trainers, equipment managers, statisticians, etc., which further amplifies the social and cooperative nature of the course, special knowledge dimensions and social role adaptability. And while stimulating students' sense of ownership, it enables them to explore their own strengths and weaknesses and improve their self-awareness[8]; the model is carried out in an orderly manner in three stages: the regular stage regulates core skills and rules and etiquette, the team training stage focuses on the solution of key problems of each team member, and the season stage focuses on students' tactical literacy, cultural experience, ethics, project etiquette, mental quality and other spiritual character; in the course, students are able to take on multiple roles as coaches, referees, equipment managers and statisticians. The model actively develops the competition context and social adaptation context on the basis of the teaching context, and warms and cares for all students through moderate improvement of rules, forms, and competition methods to stimulate a sense of responsibility and dedication[9-10]. The fundamental principle that guarantees the effective implementation of the model of competitive education is equity. Teachers should guarantee relatively balanced overall strength of teams when dividing teams, while taking into account gender, and team identity signs should avoid offensive and discriminatory slogans; appropriate improvements and utilization of venues and equipment facilities are needed to guarantee ample teaching space; the division of the cycle of the three phases of the course should be based on the existing level of students, and the season should meet a certain length to facilitate the team's progress to maturity; reduce such things as weather, noise and other external environmental disturbances, and make alternative plans; teachers should provide timely standardized guidance in team training to guarantee the training effectiveness; competition should ensure a sense of ritual and enhance spiritual experience; and comply with rules, etiquette and traditions to enhance sports cultural literacy[11-12].

3. The athletic education model fits with the goal pointing of the public sports course Civics in colleges and universities

The competitive education model is used in physical education, and due to its unique and systematic teaching system, it makes students superior to other teaching models in terms of sports skills mastery and competition performance as well. In previous studies, Zhao Yuxuan believes that the

competitive education model and the conventional teaching model can achieve certain teaching effects in the same field and across the net in the confrontational sports, but the experimental data show that the competitive education model has obvious advantages in physical education teaching[13-14]. The competitive education model has obvious advantages over the traditional conventional teaching model, especially in the mastery of sports skills. The reason is that in the competitive education model system, students repeatedly practice and use in competition, technical and tactical ability, tactical cooperation and strategy, so the tacit understanding and cooperation spirit among students will perform better than the traditional physical education model[15-16].

The purpose of the public physical education course in colleges and universities is to let college students enjoy the fun of sports on campus and cultivate a positive mental state, which is very much in line with the teaching effect brought by the application of the competitive education model in physical education teaching, in which the students' performance in the classroom is competitive, which greatly improves the competition mechanism among students and progresses in the competition, which can not only improve the students' relevant technical level but also It can promote the sports spirit of not being afraid of hardship[17].

Enhance physical fitness, establish the concept of lifelong physical exercise for students is also one of the goals of the physical education curriculum Civics. Scientific exercise will maximize the health of the human body, in the public physical education classroom in colleges and universities, there are teachers for special technical scientific explanation, and then let students imitate the learning, reasonable exercise load, etc., through the competitive education model allows students to enhance learning efficiency to get the victory of the game[18-19]. The competitive education model will enhance students' interest in learning, which will be of great help in forming a sense of long-term physical exercise[20-21].

The core of the competitive education model is student-centered, in which the incentive evaluation mechanism can improve the evaluation system of college physical education courses. As in the case of competitive education model, the whole semester starts and ends as the whole experimental season, and the whole period is divided into three stages: pre-season period, official competition period and closing ceremony. Implementation strategies for the three phases of the season: the main tasks of the pre-season are course introduction, heterogeneous grouping, understanding classroom routines, mastering cooperative and team learning methods, learning various basic knowledge (such as game records, referee tasks, etc.) and motor skills learning. During the official competition period, players begin to enter the automation phase, classroom routines are established, roles are clearly divided, learning styles have been initially mastered, and classroom management is progressively more proficient[22-23]. Technical classes during this period are dedicated to learning basic techniques, tactics, and game skills, and competition classes emphasize specialized practice in real-world situations, with the aim of promoting practice through competition. For example, table tennis singles competition practice can be organized in the technical class, and in the competition class a match can be stipulated in two out of three games. The closing class phase incorporates sports etiquette culture, with an emphasis on celebrations and awards.

4. Conclusion

The basic features of the competitive education program model (team affiliation, seasonality, regulated competition, record-keeping openness of records and points, celebratory nature) and the way of implementation embody the profound value and spirit of civics, which can effectively. The model extends and extends the functions and goals of the program. The model combines the curriculum with the positive nature of sports competitions, teaching in the form of teams and throughout the curriculum. The model combines the course with the positive nature of sports competition, and is taught in the form of teams throughout the course. By playing fair competition between teams, collaborating within teams, the team name, slogan, clothing, mascot setting, deepen students' psychological identity, sense of belonging and sense of awe; modeling In model teaching, students take on the roles of coaches, players, referees, physical fitness instructors, equipment administrators, statisticians and other identities, so that the social and cooperative nature of the program, as well as the students' sense of responsibility, are enhanced. In the model teaching, students take on multiple identities such as coach, player, referee, physical fitness instructor, equipment manager, statistician, etc., so that the social and cooperative nature of the program, the dimension of special knowledge, and the adaptability of social roles can be further enlarged. While stimulating students' sense of ownership, it enables them to discover their own strengths and weaknesses and improve their self-knowledge. The model of athletic education can be an

effective method for sports curriculum development. The model of athletic education curriculum embodies a strong ethical spirit within it and can maximize the effectiveness of ethical education when organically integrated with the ethical elements of sports curriculum. The ideological spirit of the model is rooted in professional athletics itself. The excellent sports curriculum models at home and abroad can be used as important theoretical and practical reference bases in the tasks of curriculum reform and thought politics construction. In the process of localization and practice, we should dig deeper and refine the elements and the spirit of Civics in the curriculum model, guarantee the effective implementation of the model, and at the same time, organically integrate the curriculum model, curriculum Civics and curriculum reform, so as to truly bring into play the breadth, depth and temperature of the curriculum, realize the function of nurturing people in the curriculum, and at the same time, move closer to the goal of core literacy and moral education.

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