

Research on the Integration Pathways of Gymnastics Curriculum and Ideological and Political Education: Based on the Integrated Construction of Primary, Secondary, and Tertiary Education Systems

Maiqing Zhou

School of Physical Education, Taishan College, Tai'an, Shandong, China

Abstract: *From the perspective of the integration of ideological and political courses in primary and secondary schools, combined with the characteristics of gymnastics courses in different sections, following the laws of the formation of physiological and psychological characteristics of students' sports and movement skills in other sections, we explore the practical path of ideological and political integration of gymnastics courses, and achieve the deep integration of ideological and political education and gymnastics courses. Then, realize the ideological and political "community" within gymnastics courses, integrating "value guidance" with "knowledge transfer," synchronizing "moral education" with "talent cultivation," and promoting the healthy and holistic development of students. The goal is to cultivate qualified socialist builders and successors while providing theoretical foundations for the ideological and political integration of physical education courses, drawing from fundamental and practical experiences.*

Keywords: *curriculum ideology and politics; universities, primary and secondary schools; integration; gymnastics curriculum; integration path*

1. Introduction

In 2016, General Secretary pointed out at the National Conference on Ideological and Political Work in Colleges and Universities: "We should adhere to the cultivation of morality as the central link of education and integrate ideological and political work into the whole process of education and teaching." The ideological and political work of schools is related to how schools cultivate people, what kind of people they are trained, and for whom they are trained. The important issue of raising people is related to the future and development direction of national education. The important position of ideological and political education in education and teaching has strong practical significance and the value of the times. In March 2019, at the symposium for teachers of ideological and political courses, General Secretary proposed the "integration of ideological and political courses in universities, middle and primary schools". The integration of ideological and political courses in universities, middle and primary schools is to promote the reform and innovation of ideological and political courses in the new era and is a concrete practical path to improve the quality of teaching and education in ideological and political courses. However, school ideological and political education is far from enough to rely on ideological and political curriculum education alone. Given the characteristics of the diversity of the school curriculum, the "ideological and political curriculum" gradually expands and extends to the "curriculum ideological and political curriculum", excavates the ideological and political elements contained in different courses, and integrates them into the teaching of professional courses. Curriculum ideology and politics are new the curriculum concept has broken through the "isolated island" dilemma of ideological and political education in schools, and realized the original intention of teaching and educating people, synchronizing morality, and cultivating people^[1].

The prominent feature of physical education is that it follows the law of students' cognition, the law of physical and mental growth, and the law of movement skill formation. It is holistic, hierarchical, and phased, and it is a gradual and spiraling process. However, in physical education there is often a phenomenon of "mutual separation and simple repetition" of the teaching content of different sections. Physical education teaching in universities, primary and primary schools is not studied as a complete system, so even though our students have taken physical education classes for more than ten years, they still have not mastered one or two sports skills. Contrary to the original intention of cultivating students'

lifelong sports concept. In 2016, the "Opinions of the General Office of the State Council on Strengthening School Sports to Promote the Comprehensive Development of Students' Physical and Mental Health" proposed: "With the main line of cultivating students' interest, developing exercise habits, mastering sports skills, and enhancing students' physique, we will improve the national physical education and health curriculum standards, and establish a physical education curriculum connection for universities, primary and primary schools. Department." The Opinions clearly emphasize the integrity of the physical education teaching process and point out the direction for the reform of basic physical education. Therefore, building the integration of gymnastics courses in universities, middle and secondary schools, and integrating ideological and political education into the integration of gymnastics courses in universities, middle and secondary schools, and realizing the integration community of gymnastics courses and ideological and political education, is the response to the reform and innovation of the integration of ideological and political education. It is also a highlight of the new round of gymnastics curriculum teaching reform^[2].

2. The feasibility of ideological and political integration of gymnastics courses

Ideological and political education is not a phased and intermittent education, but a continuous, systematic, and holistic education. The learning of a complete set of gymnastics movements cannot be completed in one section. It requires continuous learning of multiple teaching sections to realize the athletic value of gymnastics project learning for the comprehensive exercise of the human body, which is an inherent requirement for systematic gymnastics education. Gymnastics courses not only have the common ideology and politics of general physical education courses but also have the typical individual ideological and political characteristics of gymnastics events. The movements of gymnastics projects have the characteristics of "body inversion, looping and rotation, tipping and flipping with unique forms and strong artistic expression", especially the teaching of apparatus gymnastics projects, the difficulty and complexity of their movements, for students' upper limb strength and body core strength quality, spatial perception and balance ability^[3]. The requirements will be higher in other aspects. In the process of mastering movement skills, it is difficult for students to complete independently at the beginning of the term. They often need to take many measures such as reducing their gravity, increasing or less help or resistance under the protection and help of their peers, overcoming their fear of equipment, achieving "de-guaranty" step by step, and finally achieving independence. Mastering the skills of gymnastics movements, the title of protection and help is not only an effective means of help and protection but also a teaching method with the color of gymnastics projects, which is a typical feature of gymnastics course teaching. The gymnastics course implicitly carries out ideological and political education in the process of implementing protection and help: it can cultivate students' sense of teamwork and collectivism, enhance students' social interpersonal skills, enhance personal self-confidence, and cultivate students' excellent sports spirit and intention to overcome fear and tenacious hard work. Qi quality, etc., gymnastics courses have unique advantages in ideological and political education projects. The ideological and political integration of gymnastics courses is an effective educational carrier to realize the integration of ideological and political courses in schools^[4].

3. Concepts of ideological and political integration of gymnastics courses in major, primary and secondary schools

The specific path for integrating ideological and political education into gymnastics courses is designed based on the physical and mental development characteristics of primary and secondary school students, as well as the learning and mastery process of gymnastics skills. Considering the value orientation of gymnastics education, the curriculum is systematically structured from primary school to university. It progresses step by step—from basic gymnastics learning and fundamental physical training in primary, junior high, and senior high school to complete routine practice and physical fitness training at the university level. The arrangement follows the principles of moving from easy to difficult and from simple to complex, ensuring that each stage has clear learning objectives and a well-defined content system. Ultimately, this approach aims to fully realize the educational and exercise value of school gymnastics programs. According to the different physical and mental characteristics of students in other sections, the ideological and political methods and measures of gymnastics courses are also different^[5]. The ideological and political elements such as patriotism, national pride, cultural self-confidence, and the spiritual quality of studying for the rise of China in ideological and political education are integrated into the gymnastics courses of different sections, so that invisible education and In combination with explicit education, students can not only enjoy the fun of gymnastics, but also achieve the purpose of

enhancing their physique, tempering their will and improving their personality, to realize the unity of "knowledge transfer and value cultivation" and the ideological and political community of gymnastics courses and gymnastics courses coordinated with "teaching and educating people". According to the teaching objectives of gymnastics projects in the "Standards for Physical Education and Health Curriculum for Compulsory Education" and the "Standards for Physical Education and Health Curriculum for Ordinary Senior High Schools", combined with the physical and mental development characteristics of students in different sections (such as Table 1), the ideological and political integration of gymnastics courses is divided into four progressive steps, and the ideological and political integration framework of gymnastics courses is built. Structure (as shown in Table 2).

Table 1 Physical Fitness Characteristics and Development in Different School Stages

Physical Fitness	Growth Stage (Age) - Male	Growth Stage (Age) - Female	Stable Stage (Age) - Male	Stable Stage (Age) - Female
Speed Quality	7-15	7-13	15 and above	13 and above
Lower Limb Explosive Power	7-16	7-13	16 and above	13 and above
Hip Flexibility	12-18	11-20	7-12; 18 and above	7-11; 13 and above
Abdominal and Lower Back Strength	7-16	7-15	16 and above	15 and above
Grip Strength	13-19	-	19 and above	-
Speed Endurance	7-15	7-12	15 and above	12 and above

Table 2 Integrated Design Concept of Physical Education Curriculum and Ideological-Political Education

Education Level	Teaching Objectives of Physical Education	Value Cultivation in Physical Education	Ideological-Political Elements in Physical Education	Teaching Design
Primary School	Develop flexibility, agility, and balance; master basic sports skills and simple movement combinations.	Cultivate strong willpower, teamwork, and good sportsmanship; enhance safety awareness and self-care ability.	Observe discipline, understand etiquette and rules, promote collectivism and patriotism.	Lectures, video broadcasting, emotional simulation, game-based exploration, dance rhythm training.
Junior High School	Improve agility and strength; master and apply technical skills of major sports; enhance learning ability and endurance.	Cultivate willpower, teamwork, self-discipline, perseverance, and good sportsmanship; strengthen safety awareness and self-care ability.	Develop responsibility awareness, rule consciousness, aesthetic appreciation, and socialist core values.	Multimedia teaching materials; teaching of diligence and perseverance; small-group competitions and observation.
Senior High School	Master basic sports knowledge and skills; develop the ability to create and perform body coordination movements to form an aesthetically pleasing physique.	Develop courage, confidence, and an active mindset; enhance teamwork, safety awareness, and self-care ability.	Strengthen sportsmanship, rule consciousness, socialist core values, and firm beliefs.	Multimedia teaching materials; teaching of diligence and perseverance; competition observation and analysis.
University	Master fundamental sports knowledge, techniques, and skills; be able to teach primary and secondary school physical education and sports training.	Strengthen political beliefs, social responsibility, moral integrity, and a deep understanding of physical education; enhance safety awareness and self-care ability.	Develop rule consciousness, cultural confidence, patriotism, and support for national fitness and a strong sports culture.	Integration of online and offline teaching; teaching of diligence and perseverance; competition observation and appreciation.

4. Discussion on the path of ideological and political integration with large, middle, and small gymnastics courses based on integrated design

To better connect the teaching content of gymnastics in large, middle and primary schools, and to make the content of gymnastics in each section more intuitive and clear, and because the content of gymnastics teaching belongs to the category of gymnastics teaching, according to the "Gymnastics" (Tong Zhaogang Second Edition), the content of gymnastics courses is set as: 1) Basic gymnastics: the content has a queue Team formation, bare-handed gymnastics, light apparatus gymnastics, etc. 2) Practical gymnastics: the content includes climbing, climbing, carrying, pole-supporting rope,

gymnastics games, etc. 3) Technical gymnastics: the content includes textbook skills, horizontal bar, double bar and support jumping events. Each section is set as the main basis for the content of these three gymnastics. According to the physical and mental characteristics of students in different sections, the cognitive laws of sports knowledge and the characteristics of the formation of movement skills, the teaching content of gymnastics in universities, middle and primary schools is sorted out and analyzed, the ideological and political connotation elements of gymnastics courses are deeply explored, and the ideological and political integration of gymnastics courses is carried out scientifically and reasonably. Content design^[6].

4.1 Primary school gymnastics curriculum and ideological and political integration path design

The "Compulsory Education Physical Education Physical Education and Health Curriculum Standards" divides the primary school stage into three levels, namely levels one, two, and three, corresponding to grades 1-2, grades 3-4, and grades 5-6 of primary school respectively, that is, the traditional classification of lower grades, middle grades and upper grades of primary school.

According to the principle of exercise physiology, primary school students are in a sensitive period of physical fitness development. The best time to develop flexibility is 6-12 years old. At this time, the bone elasticity is good, the joint ligament is stretched, and the plasticity is strong. Sensitive quality is closely related to reaction speed, balance ability, and coordination ability. 7-13 years old is the best time to cultivate the spatial differentiation ability of movement in sensitive qualities. Learn complex technical movements. The best effect; the best period for speed quality is 8-14 years old. Through games and special exercises, rapid reaction and athletic ability can be effectively improved; according to the laws of human quality development, the reasonable design of gymnastics teaching content is not only conducive to the growth and improvement of children's physical fitness but also to the next level of physical education. Xi laid a good physical foundation^[7].

The design of gymnastics teaching content is as follows:

1) Students in the lower grades are not very aware of men and women, and their movements are not coordinated, but they are good at imitating movements. More simple and basic gymnastics contents should be designed, such as queue formation exercises, and bare-handed exercises; practical gymnastics: choreograph more gymnastics games, and pay attention to the education of students' imitation sports, such as rabbit jumping, frog jumping, and elephant walking, snake running and other heterogenic sports;

2) Middle-grade students have improved coordination, a sense of teamwork, and a willingness to make friends. They can adhere to the division of labor and fulfill their responsibilities, and they begin to develop an awareness of gender differences. Basic gymnastics: based on queue formation exercises, add light equipment gymnastics content, such as skipping rope, gymnastics sticks, ball exercises, etc.; technical gymnastics content: pay attention to mat skill exercises, master various front, back, and side rollover movements on the mat; practical gymnastics: design more game competitions, and constantly improve students' interest and atmosphere of gymnastics learning.

3) In Senior students, coordination gradually enhances, and can choose sports according to their interests, have a strong sense of teamwork, and have secondary sexual characteristics for men and women. Technical gymnastics: further improve the skill difficulty on the mat, increase the skills of inverted and balance movements, such as wall-leaning hand inverted, side-handed somersault, fish leap forward roll, etc., basically master the combination of simple technical movements; increase the teaching content of mechanical gymnastics, initially master some three-level movements of the bar and double bar, and the split legs of the horizontal box and the goat Jump; Basic gymnastics: based on light machine gymnastics, add simple rhythmic exercises and campus sports dance to cultivate students' sense of rhythm and expressiveness; in practical gymnastics: more climbing sports games should be designed to constantly improve students' learning interest and atmosphere^[8].

The ideal and political education of gymnastics courses in primary school: the teaching method of the lower grades should be intuitive, simple, and visual, focusing on educational enlightenment. In the gymnastics teaching design, students are told the stories and deeds of sports stars or patriotic heroes through language description, video playback, etc.; using scenario simulation reproduction, gymnastics games such as "Chicken Feather Letter", "Flashing Red Star", "Landmine War", etc. are arranged to promote the love for the Party, the motherland and the people to students. The spirit of discipline and etiquette. In the middle and senior grades, the cultivation of collaborative consciousness and collectivism should be increased. In the design of gymnastics teaching, we adopt the method of group exploration. Through gymnastics group learning, strengthen communication and interaction between students, use the

learning characteristics of gymnastics protection and help, improve the sense of cooperation, and cultivate students' collectivist spirit; through teaching competitions between groups, cultivate teamwork awareness, not afraid of hardships and dangers, and brave Excellent sportsmanship of hard work, to obey the referee, abide by the rules of the competition, establish a sense of rules, and be a law-abiding athlete.

4.2 Junior high school gymnastics course and ideological and political integration path design

According to the principle of exercise physiology, students in the 7-9 grades of junior high school belong to level four, and their male and female age groups are 13-15 years old. At this stage, the height and weight of students show rapid growth. Boys begin to have broad shoulders and thick breasts, and the skills of internal organs, nerves, and muscles change significantly, and their athletic ability is rapidly enhanced; girls have chests and The development of the waist is relatively fast, the progress of athletic ability is slow, and the posture is getting worse, but it is still in a sensitive period of physical development. The best time to develop strength quality is 12-17 years old, which is the sensitive period of whole-body muscle development, and special strength training can be appropriately increased at the age of 15-17; explosive power is a comprehensive embodiment of strength and speed, and its development time is relatively late, and the best period is 15-18 years old; and the best period for endurance quality is 12-16 years old, mainly aerobic endurance training; only according to the law of human quality development and the reasonable and scientific design of gymnastics teaching content can effectively promote the growth and improvement of students' physical quality^[9].

The design performance in the teaching content of gymnastics is: 1) Basic gymnastics: queue formation between marches; radio gymnastics; light equipment gymnastics including dumbbell exercises, stick exercises, trick skipping rope, etc. Girls increase aerobics exercises and increase posture and posture training. 2) Technical gymnastics: on the basis of the upper grade of primary school, add skill and difficult movements, such as head hand inversion, front hand somersault, forward roll and straight leg, assist fish jump forward roll, etc.; teaching content of mechanical gymnastics (choose movements that both male and female students can practice, and assign them to the three sections of 7-8-9 according to the requirements of the curriculum standards), basic palm Three-level movements of holding the bar and the double bar; in the support jump, basically master the cross box and the goat's bending leg jump; 3) Practical gymnastics: the gymnastics game design includes skill double movements, stacking Luohan, etc.; in physical exercises, you can use single, double bars, rib wood, etc. to carry out physical fitness exercises such as hanging, support, flexion and extension exercises; In the specialized quality exercise, you can learn the auxiliary balance exercises of Swiss ball, balance board and balance mat, and emphasize the cultivation of sports safety awareness.

Ideological and political education in the gymnastics course of junior high school: The junior high school belongs to level four. The inner world of students in this section begins to enrich, rational thinking is gradually formed, and the critical tendency is strengthened. The desire to compete and self-express is very strong. They have their ideals and pursuits, and gradually form values. Curriculum ideological and political education should increase the cultivation of socialist core values and core physical education based on primary school. In the teaching design of gymnastics, the class talks about the connotation of the core values of socialism through multimedia courseware, enhances students' love for family, and patriotism, and supports the will of the Party; through the characteristics of protection and help in gymnastics course learning, improve the sense of collaboration, cultivate students' core sports literacy, and let students know the core physical literacy cultivation. It is not only athletic ability, but also healthy behavior, and what is more important is physical morality. Through the gymnastics teaching competition between groups, cultivate personal aesthetic awareness and the ability to appreciate beauty, enhance the sense of competition, not be afraid of difficulties and dangers, and establish the excellent quality of collectivism to contribute to the country and fight bravely^[10].

4.3 High school gymnastics curriculum and ideological and political integration design

According to the principle of exercise physiology, students in the 10-12th grade of high school generally belong to the age stage of 15-19 years old and are in a special period of adulthood. This period is different from both youth and adulthood. Students are in a special state both physically and psychologically. There are large differences between men and women in terms of the body. The physical development of girls is complete, and the physical development of boys is nearing the end. The development of boys' internal organs and muscles continues, while the subcutaneous fat of girls is thickened, especially the waist, buttocks and lower limbs are more obvious. A wider pelvis lowers the body's center of gravity, enhancing coordination and facilitating the learning of complex gymnastic

movements.

The design performance in the teaching content of gymnastics is:

1) Basic gymnastics: queue formation transformation exercises between marches; light equipment gymnastics exercises include dumbbell exercises, solid ball exercises, trick skipping rope, etc.; add some group exercises based on bare-handed gymnastics. 2) Technical gymnastics (the learning target is mainly gymnastics students): based on the junior high school section, add skill difficult movements, such as head hand somersault, backhand somersault, jump, assist running, fish jump forward roll, etc.; the teaching content of mechanical gymnastics is to master some second-level movements in the horizontal bar or double bar (the difficulty of the selected movements is large and small Physically arrange scientifically and reasonably according to the time of elective courses); in the support jump, initially master the flexion leg and split leg jump of the vertical box; 3) Practical gymnastics: targeted physical exercises for men and women, and strengthen the explanation of the principle of movement. Students can use single and double bars, rib wood, etc. for hanging, support, swinging movements, etc. Exercise of physical fitness; girls increase posture and posture training to improve personal aesthetic awareness and ability to appreciate beauty.

Ideological and political education in gymnastics courses in high school and middle schools: students' abstract thinking in high school and middle school continues to develop, and their organization and depth have been developed. They have a certain degree of independence and criticism. They are keen on pursuing principles but lack calm judgment and action. Their emotional expression is often unstable, but their will quality is relatively mature, and they have self-control. Students develop physical strength and perseverance, enabling them to complete exercise plans and overcome various challenges in training. In gymnastics teaching and practice, elements of national self-confidence, socialist core values, and sports literacy are integrated to help students establish a correct outlook on life and values. Through multimedia teaching in gymnastics classes, case analysis, and discussions on current political events, gymnastics competitions, and the growth paths of world gymnastics champions, students are instilled with patriotism and cultural confidence, fostering a correct worldview and lofty aspirations. Additionally, through diverse gymnastics training and competitions, utilizing methods such as 'learning, diligent practice, and regular competition,' students cultivate an optimistic, positive, and motivated attitude toward life, strengthen their willpower, and enhance their overall character.

4.4 College section gymnastics course and ideological and political integration design

Chinese college students are in the 13-14 period, and the age is generally 18-24 years old. Their physiological development is close to completion. Their psychological development is manifested as quick thinking and strong acceptance ability. The abstract logical thinking ability has been fully developed, and the pursuit has its uniqueness. College students' self-concept is enhanced and they pay attention to self-study. Inspection and analysis, keen to participate in social collective activities, willing to think independently about public opinion, eager to realize their value, but not strong practical ability.

The teaching content of gymnastics in college is mainly carried out in physical education majors, while the course content that can be selected by the majority of non-physical education majors is mainly the derivative projects of gymnastics. The design performance in the teaching content of gymnastics is as follows: 1) Basic gymnastics: in addition to gymnastics queue formation and password, bare-handed exercises, and light equipment gymnastics exercises required for college students majoring in sports, you can also choose aerobic exercises, street dance, mass aerobics, rhythmic gymnastics and other popular fitness sports with non-sports majors. Rong, girls pay attention to increasing body exercises and posture training. 2) Technical gymnastics: The main target of its selection is college students majoring in physical education. Students of gymnastics general courses need to master the prescribed third-level movements, while students of gymnastics elective courses need to master the second-level prescribed movements of gymnastics, and emphasize the teaching design of movement skills, increase the learning of gymnastics professional theoretical knowledge, and for future primary and secondary schools. The training of physical education teachers lays a solid foundation for gymnastics projects. 3) Practical gymnastics: College students need to master the ways and means to improve their physical fitness and physical exercise, establish the awareness of lifelong physical exercise, cultivate life emotions through diversified sports, and prepare relevant physical education for social life.

In the college-level gymnastics curriculum, ideological and political education is integrated into teaching practice through various approaches. By organizing students to participate in the planning and volunteer services of on-campus gymnastics competitions, the curriculum fosters a sense of social

responsibility and professional sports ethics among college students. In gymnastics theory classes, patriotism and core values are instilled by incorporating discussions on current political events and engaging students in activities such as watching gymnastics competitions. This helps enhance their professional literacy and theoretical understanding of gymnastics. Additionally, leveraging big data platforms in an information-driven environment, students engage in gymnastics research activities and international academic exchanges through a blend of online and offline methods. This approach cultivates their ability to innovate, develop entrepreneurial skills, and broaden their global perspective. Ultimately, the goal is to inspire students to genuinely love their country and hometown, and to be committed to contributing their knowledge and efforts to building a healthier China and a globally competitive sports nation.

5. Conclusions

The ideological and political construction of the curriculum aims to realize the deep integration of the value shaping of ideological and political education with the knowledge transfer and ability cultivation of professional courses. The ideological and political integration of large, medium, and small gymnastics courses is an effective supplement and carrier for the integration of ideological and political courses. In the process of integrating ideological and political education into gymnastics courses, the curriculum should be scientifically structured according to the physical and mental development characteristics of students at different stages, as well as the principles of movement cognition and skill acquisition. The gymnastics teaching content for universities, middle schools, and primary schools should be carefully designed to fully explore the ideological and political elements embedded in gymnastics education. By employing dynamic and engaging teaching strategies, ideological and political education can be deeply integrated into gymnastics instruction, fostering a cohesive connection between ideological values and gymnastics learning. This approach aims to achieve the organic unity of knowledge transmission and value guidance, ultimately supporting students' holistic development in terms of physical health, mental well-being, and moral education.

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