

Reflection on Physical Education Teaching Practice in Colleges and Universities from the Perspective of Curriculum Ideology and Politics

Liping Wang, Jian Liu*

School of Physical Education, Hunan University of Science and Engineering, Yongzhou, China

**Corresponding author*

Abstract: Promoting the ideological and political construction of physical education courses and comprehensively implementing the latest national directive spirit on education are the key points of physical education reform in colleges and universities. The key to promoting the ideological and political construction of college physical education curriculum lies in clarifying the fundamental tasks, determining the direction of reform, and selecting scientific methods. This paper uses the methods of literature review and logical deduction to summarize the practical problems of "weakening ideological and political education" and "blind ideological and political education" in the current curriculum ideological and political education process in colleges and universities. Based on teaching practice, it proposes suggestions to enhance students' sense of sports identity, strengthen the construction of physical education teacher teams, and improve various security systems through the "Five in One" approach.

Keywords: curriculum ideological and political education, physical education, moral education, practice, reflection

1. Introduction

Physical education is an important component of education. Physical education is a vehicle of knowledge and a dwelling of morality. Physical education is the guarantee of intellectual education and an important means of achieving moral integrity and cultivating people. The ideological and political construction of physical education curriculum in colleges and universities refers to a modern educational concept that takes moral education and cultivating people as the fundamental task, scientifically integrates sports skills and ideological and political elements into the entire process of educating people, and promotes the synchronous improvement of students' moral quality and physical health, as well as the synchronous improvement of teachers' teaching concepts and abilities[1]. Its characteristics are multidisciplinary collaborative development, three-dimensional teaching structure, and diversified evaluation systems. Its purpose is to help students establish a correct world outlook, outlook on life, and values while strengthening their physique through sports. There is no fixed model or method for comprehensively promoting the ideological and political construction of physical education courses, which requires every physical education teacher to actively explore in the process of teaching practice. The basic strategy for carrying out the ideological and political construction of physical education courses is to adapt to events, adapt to the times, and adapt to the situation. Following the laws of physical education teaching, ideological and political work, and student development are the basic requirements for promoting the ideological and political construction of physical education courses.

2. Current situation of ideological and political construction of physical education courses in colleges and universities

2.1 There is a phenomenon of "weakening ideological and political education" in the process of physical education teaching

The traditional physical education curriculum takes physical exercise as its main form, and the learning and training of sports skills is the main content of teaching. The participation of students in sports is an important indicator of physical education curriculum. Improving students' physical fitness

is the ultimate goal of physical education curriculum [2]. Therefore, some physical education teachers still use traditional teaching methods and means, adhere to the solidified thinking of emphasizing skills over theories, and reject the ideological and political concepts of physical education courses. Some physical education teachers believe that physical education itself is a kind of ideological and political education. For example, physical education can cultivate students' hardworking quality, unity and cooperation spirit, enhance students' awareness of rules and recognition of traditional culture. These are all explicit ideological and political elements contained in physical education. Therefore, some physical education teachers believe that they should retain their original characteristics without adding more ideological and political elements. In teaching practice, there is a phenomenon of "weakening ideological and political methods in physical education and ignoring the details of physical education teaching".

2.2 There is a phenomenon of "blind political thinking" in the process of physical education teaching

Some teachers believe that curriculum ideological and political education is the supreme weapon of modern education, and in the process of physical education, ideological and political education should be carried out at all times. Faced with students' empty talk about ideological and political theories and ignoring the objective laws of physical education, ideological and political education has become a phenomenon of "blind ideological and political education" in physical education classes. When conducting ideological and political education in physical education classes, some teachers tend to be preconceived and rigidly conduct ideological and political education based on subjective assumptions, making ideological and political elements irrelevant to the course content [3]. They simply accumulate "physical education" and "moral education", resulting in the phenomenon of "blind ideological and political education". At the same time, many superficial ideological and political reforms in physical education courses lack practical research, student foundation, and support from students, resulting in ideological and political education being further away from physical education and students. In addition, a series of issues such as the imperfect curriculum evaluation system have affected the promotion and development of the ideological and political construction of physical education courses.

3. Problems existing in ideological and political construction of physical education courses in colleges and universities at the current stage

3.1 Teachers fail to fully understand and comprehend the ideological and political construction of physical education courses

At this stage, whether it is university administrators, physical education teachers, or university students, there is a lack of scientific understanding of the ideological and political construction of physical education courses, which hinders the further development of the ideological and political construction of physical education courses in universities[4]. From the perspective of university management personnel, in the eyes of some university management personnel, sports are only one-sided equated with physical exercise and physical knowledge learning, believing that sports are only a means of "cultivating physical fitness" and have no strong correlation with "cultivating morality". From the perspective of physical education teachers, many physical education teachers are influenced by traditional educational ideas, and in the actual teaching process, they still prefer to strengthen college students' sports skills. They focus on outdoor sports exercises for college students, and are committed to continuously strengthening their endurance, explosive power, reaction speed, and agility. They do not fully attach importance to the teaching of indoor physical education theory courses. From the perspective of college students, there are very few teaching hours planned for physical education theory courses in colleges and universities, coupled with the low degree of attention paid by physical education teachers to the teaching of theoretical courses, resulting in college students not being able to fully understand and comprehend physical education theory knowledge, which is not conducive to improving college students' physical integrity and sports spirit. In this situation, even if some universities have carried out ideological and political construction of physical education courses, they often cannot deeply understand the essence and value of curriculum ideological and political construction, and can't fully explore the ideological and political elements contained therein. Under the influence of teachers, some college students tend to prefer physical exercise and physical fitness assessment in their daily learning process, and fail to fully recognize the importance of strengthening their own ideological and moral character.

3.2 Teachers do not have a high level of curriculum ideological and political construction

Currently, some college physical education teachers do not have a high level of ideological and political construction of physical education courses, mainly reflected in the following aspects[5]. Firstly, physical education teachers themselves are not yet able to fully understand and comprehend ideological and political theories. In the actual process of carrying out physical education curriculum teaching, physical education teachers are unable to effectively integrate spiritual guidance and value guidance, and even some teachers forcibly integrate ideological and political content into physical education teaching, resulting in physical education curriculum teaching being irrelevant. Some physical education teachers introduce elements of ideological and political education into physical education curriculum teaching in a disorderly manner, without paying attention to the systematization and standardization of curriculum ideological and political construction, resulting in college students being unable to build an effective value guidance system and fully displaying the educational function of physical education curriculum. Secondly, there are deficiencies in the accumulation and use of sports culture by physical education teachers. Some college physical education teachers have high levels of sports skills, but they have not systematically and deeply studied sports culture, and their understanding of sports culture is relatively one-sided. Due to the lack of thorough understanding and mastery of sports culture by teachers themselves, it is inevitably difficult to achieve good ideological and political construction results in sports courses. Finally, physical education teachers do not have the ability to excavate ideological and political elements from the development history of Chinese and Western sports. This is because physical education teachers focus most of their teaching energy on how to meet the national physical fitness standards, how to strengthen the physical fitness of college students, and do not devote much time and energy to exploring the ideological and political education elements in the history of sports development.

4. Practical exploration of ideological and political construction in physical education courses

4.1 Define the fundamental task of establishing morality and cultivating people

Establishing morality and cultivating people is always the fundamental task of educating people in colleges and universities, and physical education is an important way to achieve the goal of educating people. Physical education workers should not rely on age, differences in sports events, and equipment conditions to abandon the fixed thinking of physical education teachers who value professional skills over theoretical knowledge, actively engage in the ideological and political construction of physical education courses, boldly try and practice, and summarize the ideological and political methods of physical education courses suitable for different majors and students. Sports itself contains rich ideological and political elements, such as sports moral education conducive to moral cultivation, sports practice conducive to the unity of knowledge and practice, sports spiritual culture conducive to casting the soul and educating people, sports entertainment conducive to stimulating enthusiasm, etc [6]. These are the dominant ideological and political elements of sports curriculum. Sports can effectively inspire people's patriotism, strengthen their awareness of rules, cultivate a spirit of hard work and indomitable struggle, inherit the traditional culture of the Chinese nation, and establish cultural self-confidence. This is the unique ideological and political advantage of sports compared to other disciplines. The so-called "deep excavation of disciplinary ideological and political elements and exploration of disciplinary ideological and political methods" is not an infinite extension of the scope of physical education ideological and political, adding more ideological and political colors, but rather a scientific classification and integration of existing rich ideological and political elements, using explicit and implicit ideological and political concepts, combining the development of the times and the actual situation of students, to give new life to these ideological and political elements and concepts, Combine tangible sports forms with intangible sports ideology and politics to truly achieve transformation based on events, progress based on the times, and innovation based on the situation.

4.2 The ideological and political construction of physical education courses should be student oriented

No matter how much reform is carried out in higher education, it is always aimed at solving the fundamental problem of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them". Students are the main body in the educational process, and the ideological and political construction of physical education courses should always adhere to the principle of taking students as

the foundation. In the actual teaching process, it is inevitable for teachers to have "aggressive behavior", which rigidly mixes physical education and ideological and political education in a "dogmatic" manner, ignoring students' subjective feelings, and failing to integrate ideological and political education into physical education from the perspective of "departmentalism", causing students to have a psychological resistance to physical education courses and even ideological and political education. These are the main reasons for "blind political thinking" and "subjective political thinking". Taking students as the foundation, always focusing on students, caring for them, and serving them are the basic starting points for the ideological and political construction of physical education courses. How to understand students' realistic spiritual needs, solve students' real life problems, and apply modern teaching methods that are acceptable to students are the urgent issues to be solved in the ideological and political construction of physical education courses. This requires physical education teachers to substantively understand students' daily lifestyle and emotional characteristics, use sports as a carrier to help students face realistic dilemmas and spiritual confusion, consciously respond to practical issues such as learning, life, emotions, and work that they encounter after class, and gain students' heartfelt recognition. "Slogan style" ideological and political methods can certainly attract students' attention and temporarily mobilize students' participation, but they are not sustainable and cannot last long. The direction of ideological and political construction in physical education courses is to provide students with easy to understand sports experiences, subtle sports influences, and spiritual sports experiences that enable them to actively think and comprehend through sports practice.

4.3 The ideological and political construction of physical education curriculum should be coordinated development

Watching patriotic videos in physical education classes and shouting the slogan "unity and cooperation" during sports have gradually become the "mainstream" form of ideological and political construction in physical education courses. The accumulation of ideological and political education and physical education seems simple and effective, but actually runs counter to the concept of ideological and political construction in physical education courses. The teaching method of "moral education before physical education" can only highlight the phenomenon of "two skins" between ideological and political education and physical education. Only through coordinated development can we form a joint force in educating people and give full play to the functions of sports people. Collaborative development should be the organic integration of physical education courses with multiple disciplines, including ideological and political courses. The collaborative development of ideological and political construction in physical education courses should be based on physical education theory and skills, draw on ideological and political methods and means, combine students' professional characteristics, solve students' practical problems, and guide students to cultivate their moral integrity and strengthen their physical fitness. Collaborative development requires the scientific linkage of the "three classrooms": First, play the leading role of the first classroom, and teachers guide students to practice diligently, compete frequently, and think more in class. Second, vigorously promote the second classroom. Campus life is the main form of students' daily life, enriching their after-school activities, encouraging them to actively participate in sports practice, and playing the role of practical education. The third is to comprehensively build a third online classroom, utilize students' internet usage habits, create a sports online teaching resource library, and strive to achieve all-round education. Fourth, coordinated development requires the trinity of school, family, and society to form a joint force for educating people. The ideological and political construction of physical education courses in colleges and universities should strengthen the connection between schools, families, and society, effectively connect the three, and enable them to support and influence each other, so as to fully implement the "three aspects of education".

4.4 Enhancing students' sports identity

Education is a process of rational exploration and perceptual cognition. For physical education teachers, the subjective feelings of students often directly affect the teaching effect. Therefore, enhancing students' sense of identification with physical education courses, especially physical education teachers, is a key link in promoting the ideological and political construction of physical education courses. This sense of sports identity can be characterized by physical education teachers' personality charm, professional sports skills, rich theoretical knowledge reserves, humorous teaching methods, and practical sports skills. Through these factors, students can gain respect and admiration, while playing the role of a teacher as an example, and effectively enhancing students' sense of sports identity. The sense of sports identity also stems from the teacher's respect for each student. Teaching

students with different majors and sports backgrounds in accordance with their aptitude, giving them more "warm" guidance and assistance, and less "cold" criticism and comparison can enhance students' interest in sports, enhance their sense of sports achievement, and thereby enhance their recognition of sports. At the same time, through physical education courses, in the form of physical exercise, to release students' mental pressure and help them solve practical difficulties, it is to use the practicality of sports to enhance students' sense of sports identity. These are the methods used by "circle fans" students, which gain their trust and recognition, and are the prerequisite and guarantee for students to humbly and patiently listen to teachers for ideological and political education.

4.5 Strengthen the construction of physical education teachers

Emancipating the mind, broadening horizons, seeking truth from facts, and making bold innovations are the primary tasks faced by the physical education teacher team in the ideological and political construction of physical education courses. Abandon the stubborn sports standard ideology, improve the traditional teaching mode, and accept new ideas, new ideas, and new methods. Always adhere to the principle of attaching equal importance to physical education and moral education, always taking students as the foundation, thinking from the perspective of students, designing courses, and improving teaching methods. Boldly try new teaching forms and methods, conduct physical education in a form that students enjoy, and strive to achieve "combining teaching with pleasure, and combining morality with physical education". First, colleges and universities should attach importance to the construction of physical education teachers, further strengthen the scientific research level of physical education teachers, and make physical education disciplines play a better role in physical education, moral education, and other aspects. Colleges and universities should regularly carry out education and training activities in the ideological and political aspects of physical education courses, continuously improve the ideological and political level of physical education teachers, so that physical education teachers not only have a good sense of teaching innovation, but also have a higher ability to build curriculum ideological and political construction, so that teachers can feel the changes in students' psychology at the first time, rely on a variety of sports activities to enable students to demonstrate their self worth and strengthen their sense of achievement. Secondly, colleges and universities should encourage teachers to continuously strengthen their own level of ideological and political construction in the curriculum, further enrich the content of physical education, enable more and more college students to actively participate in various sports projects, enhance the embodiment of ideological and political education elements in sports activities, and let college students feel the sports spirit of never giving up in participating in sports activities. Thirdly, in order to fully demonstrate the educational function of physical education, colleges and universities need to pay attention to improving the level of ideological and political elements of physical education teachers' curriculum, and promote the effective integration of physical education and moral education.

5. Conclusion

At the stage of deepening the theory of ideological and political construction of physical education courses in colleges and universities, correctly interpreting the educational demands of the construction of "Great Ideological and Political Courses", adhering to the practical orientation of educating people from all staff, all processes, and all directions, cooperating with multiple entities to build a platform for ideological and political education of physical education courses, optimizing educational channels, improving teaching systems, and steadily improving the quality of physical education classroom teaching are important guarantees for implementing the fundamental task of cultivating morality and cultivating people. However, with the accumulation of research results and the expansion of the scope, the problems of ideological and political construction of physical education curriculum in the promotion of theory and practice have also been further highlighted. Schools and physical education teachers need to continuously strengthen their awareness of issues, improve their professional literacy and ideological and political abilities, create a pattern of ideological and political education in physical education courses with full participation, full process connectivity, and full element innovation, effectively solve the practical dilemma of "two layers" of physical education and ideological and political courses, and steadily improve the quality of education in colleges and universities.

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