

Research on the Path of Integrating Political Thinking into the Construction of Physical Education Teachers' Core Qualities in the Context of Great Thinking Politics

Juan Wang¹, Juan Chen^{2,*}

¹College of Physical Education and Health, Zhaoqing University, Zhaoqing, Guangdong, 526061, China

²Zhuhai College of Science and Technology, Zhuhai, Guangdong, 519041, China

*Corresponding author

Abstract: In recent years, comprehensive ideological and political education (CIPE) has become a key element in talent cultivation. However, it remains unclear how to integrate CIPE into the development of core competencies for physical education teachers. This study, from a policy analysis perspective, explores the integration of ideological and political work into the development of core competencies for physical education teachers and investigates practical implementation pathways. We propose the following recommendations: integration into pre-service education to ensure CIPE admission standards; integration into competency development to ensure the implementation of ideological and political concepts; integration into subject specialization to enhance ideological and political competence levels; integration into performance assessment to ensure the effectiveness of CIPE work; integration into risk management to safeguard the bottom line of CIPE; integration into daily life to cultivate ideological and political self-awareness. These measures will contribute to better integrating CIPE with the development of core competencies for physical education teachers.

Keywords: ideological and political education; physical education teachers; core competencies

1. Introduction

Ideological and political work in education is crucial, advocating its full integration throughout the educational process, promoting a versatile and targeted educational model, and encouraging broad participation. The key question is how to effectively integrate it into physical education teachers' core competencies, utilizing physical activities to enhance students' awareness and align with comprehensive educational goals. This study explores methods to integrate ideological and political work into these competencies, aiming to enhance the overall educational experience, develop comprehensive physical education, and create a synergistic educational system.

Core competencies for physical education teachers encompass qualifications, educational philosophy, knowledge structure, and overall competence, enabling effective knowledge impartation and student development. These competencies also involve subject-specific skills and knowledge within physical education, as well as qualities like ideological awareness, political acumen, professional ethics, and dedication. Teachers, as role models and mentors, must possess these qualities. Some scholars include social responsibility, theoretical knowledge, and athletic skills as core competencies for outstanding physical education teachers. Competencies can be further categorized into vocational, professional, skill-related, developmental, and managerial orientations.

2. Integration of Ideological and Political Work with the Core Competencies of Physical Education Teachers

2.1 Fostering Competent Physical Education Teachers and Ethical Role Models

Ideological and political work is integral to the development of core competencies in physical education teachers, benefiting students and the teaching profession. It guides teachers to embody ideals and values, extending beyond mere knowledge dissemination. Teachers' ideals and values directly impact

students and enable them to identify and address issues in students' thoughts and behaviors during educational and extracurricular activities.

In informal settings like extracurricular activities, physical education teachers interact with students and observe their performance, making it essential to integrate ideological and political work into their competencies. This approach empowers teachers to better guide students in their physical and mental development, contributing to lifelong benefits. It enhances educational standards and professional competence while cultivating healthier, proactive, and morally responsible citizens. Furthermore, ideological and political work aims to cultivate core values, and physical education teachers play a vital role in this process. Their behavior and conduct significantly influence student values. By setting a positive example, embodying integrity and high moral standards, teachers can genuinely impact students and guide them in the right direction. This integration helps physical education teachers become ethical role models on campus, influencing student growth through their positive actions. Their noble moral qualities, work ethics, and honest conduct inspire and guide students towards a positive path in life.

Incorporating ideological and political work into the development of core competencies for physical education teachers serves the dual purpose of enhancing student development and establishing a positive teacher ethical image, thereby fostering a more responsible and values-driven educational environment.

2.2 Fulfilling the Mission of "Cultivating Morality and Nurturing Talents"

The fundamental goal of physical education is to cultivate well-rounded individuals under the mission of "cultivating morality and nurturing talents." This mission aims to ensure comprehensive development across various aspects, including morality, intelligence, physical fitness, aesthetics, and practical skills. However, the current educational emphasis on intellectual development has led to a deficiency in moral education, physical education, aesthetic education, and labor education, among other areas.

Physical education is not merely about physical well-being; it can also promote holistic development in multiple domains. This includes fostering qualities such as sportsmanship and teamwork, ethical values and aesthetic sensibilities, physical fitness, and practical skills. Through sports, individuals gain a better understanding of interpersonal relationships, social interactions, and personal growth, among other internal and external factors. Sports also cultivate values such as competition and respect between opponents, solidarity and cooperation among peers, and an objective perspective on victory and defeat. Students experience the joy of competition and the lessons of resilience in the face of failure, which contribute to the development of excellent qualities, including the courage to confront challenges.

The role of being an "educator through sports" plays a crucial part in nurturing students' comprehensive competencies. Outstanding physical education teachers not only carry the mission of "cultivating morality and nurturing talents" but also embody the qualities of being an "educator through sports." Therefore, integrating ideological and political education into the development of core competencies for physical education teachers helps them better fulfill the missions of being "educators through sports" and "cultivating morality and nurturing talents."

3. Problems in Integrating Ideological and Political Work into the Development of Core Competencies for Physical Education Teachers

To address core competency development for physical education teachers and the integration of ideological and political work, we conducted interviews. Using a snowball sampling method and information saturation principle, we interviewed 10 sports science experts, 10 middle school PE teachers, and 10 elementary school PE teachers. Through qualitative analysis, we identified key challenges:

1) Unclear Pre-Employment Requirements: Ideological and political education lacks specific evaluation in pre-employment training, which primarily assesses physical abilities.

2) Limited Integration of Professional Ethics: PE courses focus on technical instruction, occasionally touching on sportsmanship and discipline. Ideological and political education isn't a primary focus in sports activities.

3) Disconnected Professional Development: Education primarily concentrates on skills and teaching competitions, with limited relevance to teachers' professional growth, despite its involvement in some selection and promotion processes.

4) Weak Correlation with Performance Assessment: Ideological and political work is linked to

performance assessment but mainly for specific roles like class advisers, lacking clear criteria.

5) Lack of Early Warning Mechanisms: Specialized early warning mechanisms for ideological aspects are lacking, with a limited focus on online public opinion, mainly addressing violations rather than a comprehensive system.

6) Insufficient Integration with Daily Life: While schools emphasize behavior and conduct, integration into teachers' daily lives may be lacking, especially in private settings.

4. Integrating Ideological and Political Work into the Development of Core Competencies for Physical Education Teachers: A Pathway

4.1 Integrating into Pre-Service Education and Strengthening Ideological and Political Admission Standards

To effectively integrate ideological and political education into the training of education professionals, including physical education teachers, it's essential to start during their pre-service training. This aligns with national education reform directives, which stress the scrutiny of educators' ideological beliefs and moral qualities, foundational for implementing the Party's educational policies.^[1]In today's digital age, media technology brings convenience but also challenges, influencing young minds with incorrect ideologies and harmful content. To tackle these issues, ideological and political qualities of educators must be cultivated and assessed from their initial training stage. Relying solely on specialized courses is insufficient in addressing new challenges; instead, ideological and political education should be seamlessly integrated into the entire educational process. All educators, including physical education teachers, share the responsibility to monitor, provide feedback, and counter negative information. Physical education, popular among youth, is valuable for guiding students' ideological and political development. Hence, physical education teachers should possess the competency to navigate this role effectively. To achieve this, a robust ideological and political education program should be established before teachers enter their roles. Ideological and political capabilities should serve as admission criteria. In the student training process, integrating ideological and political education into class management, party member education, classroom teaching, and extracurricular activities is crucial for preparing future physical education teachers. Candidate selection for physical education teaching positions should involve thorough evaluations of resumes, ideological stance, and past involvement in ideological and political work. This ensures the selection of academically and ideologically qualified candidates. Continuous ideological and political training throughout pre-job training, revisiting ideological courses, and incorporating them into teaching plans is essential.

Finally, a comprehensive evaluation and supervision mechanism during the probationary period should be established to ensure effective implementation of ideological and political work by physical education teachers. These measures provide crucial support for their professional development while promoting comprehensive ideological and political education in the educational system.

4.2 Integrating Cultivation of Core Competencies: Ensuring the Infiltration of Ideological and Political Concepts by Employers

In the core segments of education and throughout the entire teaching process, the role of teachers is of paramount importance. Physical education teachers must possess not only outstanding qualities but also solid competencies. They should not merely impart physical skills and knowledge to students; they should also lead by example, setting a positive role model for students through teaching, competitions, activities, and daily life, guiding their growth in ideals, values, and critical thinking. For adolescents, physical education serves as a crucial avenue for cultivating patriotism, collectivism, and moral character. Therefore, the professional competencies of physical education teachers, encompassing both ideological awareness and knowledge and skills, are of utmost significance^[2]. These two aspects should not be separated but unified throughout the entire educational process. This implies that physical education teachers need to integrate physical education, learning, practice, and competitions with the cultivation of patriotism, collectivism, willpower, ethics, and other aspects to ensure the full infiltration of ideological and political concepts in education.

Furthermore, physical education not only concerns students' intellectual development but also deeply influences their physical fitness and moral character. Physical education is considered an "embodied" form of education that carries a significant moral education function, known as "embodied moral

education" ^[3]. In this educational context, the interaction between educators and students goes beyond mere verbal communication and is more prominently manifested as "embodied" interactions. Students do not just learn by "listening to teachers" but, more importantly, shape their moral character by "observing teachers' embodiment." Therefore, the ethical practices demonstrated through actions by physical education teachers hold more educational value than mere moral preaching. Also, highlights the importance of leading by example through actions. Incorporating ideological and political education into the cultivation of well-rounded individuals is a systematic, ongoing effort. This requires the active engagement of physical education teachers in enhancing their professional competencies through educational practices. School leadership plays a crucial role in supporting this endeavor by creating cultivation plans, ensuring diligent implementation, and providing regular guidance. Substantial progress in enhancing ideological and political education as part of teachers' competencies depends on both internal and external factors working in tandem. Integrating ideological and political work with professional ethics standards is a primary concern. Establishing complementary norms reinforces the original mission of teachers. Displaying relevant content in physical spaces and online serves as a constant reminder of ethical values. This integration guides teachers to uphold noble professional ethics in their work. Additionally, nurturing a professional spirit that encompasses patriotism, hard work, craftsmanship, and teamwork is essential. These values inspire physical education teachers to excel, innovate, and strive for excellence. The fusion of ideological and political work with professional spirit elevates the quality and standards of physical education.

4.3 Collaboration between Academic Disciplines and Teaching Research Units: Promoting the Enhancement of Ideological and Political Competence

In June 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum," which explicitly called for the integration of curriculum ideology and politics based on the characteristics of each discipline ^[4]. As a discipline, physical education not only bears the responsibility of cultivating students' comprehensive abilities and qualities but also shares many common goals with ideological and political education. Physical education teachers should fully recognize this and leverage the strengths of their field to actively nurture students' moral character, willpower, teamwork, and spirit of progress through physical education courses and activities. To achieve this goal, it is necessary to carefully examine the content of physical education courses, identify points of integration between ideological and political education and physical education, and skillfully incorporate elements such as core values, historical materialism, excellent traditional Chinese sports culture, the Olympic journey of New China, and the spirit of the Chinese women's volleyball team. Through physical education courses, we can inherit Chinese culture, remember history, and promote a civilized spirit, achieving a subtle but influential educational effect.

To achieve this goal, physical education teachers should integrate ideological and political work into their professional development. This involves gaining a deep understanding of both ideological and political education and the content of physical education. Teachers should then design teaching plans that seamlessly integrate ideology and politics with physical education. Furthermore, heads of physical education departments should include ideological and political work in teachers' professional responsibilities. They can organize activities like seminars and teaching competitions to encourage teachers to integrate ideological and political education with their subject matter knowledge. Additionally, linking ideological and political work to teachers' professional competence levels ensures that it receives due consideration in assessments and promotions.

4.4 Integration of Performance Evaluation with Human Resources Support to Stabilize Ideological and Political Work Efficiency

Teacher performance evaluation is vital in education, impacting promotions, rewards, and employment decisions. However, ideological and political education is often overlooked in the assessment of physical education teachers. Existing evaluation systems lack consensus on quantifying ideological and political aspects due to limited implementation and the tacit nature of this education in physical education.

To address these challenges, it's crucial to incorporate ideological and political education into the performance assessment of physical education teachers. This involves identifying core indicators, like integrating ideological and political elements into teaching and event planning, and making implicit content explicit. These indicators should connect to promotion and rewards systems.

Furthermore, ideological and political work should become an integral part of physical education teaching, with clear guidelines and institutionalized measures. This approach will enhance the performance of physical education teachers in ideological and political work and contribute to the overall improvement of the education system^[5]. For example, in a study titled "Performance Evaluation Index System for Physical Education Teachers in General Universities"^[6], three primary indicators, nine secondary indicators, and 21 tertiary indicators are listed, but there is no mention of ideological and political education. This suggests that there is currently no consensus in the industry on quantifying ideological and political factors in the performance evaluation of physical education teachers. This can be attributed, in part, to the fact that ideological and political integration in physical education has not yet achieved widespread implementation, making it challenging to comprehensively implement quantitative performance evaluation. Furthermore, ideological and political education in physical education is often considered part of the realm of tacit knowledge, making it difficult to quantify effectively.

4.5 Strengthening Risk Warning and Upholding Ideological and Political Bottom Line Awareness

Incorporating risk warnings is crucial for safeguarding the ideological and political integrity in education.^[7] Bottom-line thinking, derived from Party experience, emphasizes the need to actively align educational work with the Party's policies. The ideological and political bottom line for physical education teachers includes aspects like ideology, ethics, and freedom of speech. To effectively integrate ideological and political work into risk warnings, four awareness areas are vital:

1) Political Standpoint Awareness: Teachers must align with the Party's educational orientation, prioritize education, and cultivate successors for the Party.

2) Ideological Awareness: Teachers should consistently apply Marxist theory, ensuring ideological consistency.

3) Professional Ethics Awareness: Adhering to ethical norms is crucial. Teachers must avoid moral, legal, and regulatory violations and engage in self-awareness and self-regulation.

4) Ideological and Behavioral Awareness: Teachers' actions influence students. They must uphold ideological and behavioral standards, promoting socialist values and guiding students positively.

Administrative departments should incorporate these considerations into the risk warning system. Timely reminders will help prevent breaches, ensuring that educational work aligns with Party policies.

4.6 Integrating into Daily Life: Cultivating Teachers' Ideological and Political Consciousness

The concept that "education is life," rooted in the ideas of John Dewey and further expanded upon by Tao Xingzhi with "life is education," highlights the inseparable relationship between education and life. Education nourishes life, and life provides a practical foundation for education. To make ideological and political work effective, it must extend beyond classrooms and campuses into daily life. By integrating ideological and political work into life, it gains practical experience and emotional significance, aligning with the Party's goal of "comprehensive education" that encompasses all individuals, their entire lifespan, and all aspects of life, both physical and virtual. In this educational philosophy, physical education teachers are not just educators but also lifelong learners and active participants in ideological and political work. True integration of knowledge and practice can only be achieved by embedding ideological and political work into their daily lives.

Integrating ideological and political education (ideological and political work) into the lives of physical education teachers is a gradual process of self-awareness, including several key steps: (1) external driving force, such as integration into pre-service education; (2) internal motivation, such as integrating ideological and political work into performance evaluation; (3) rule constraints, such as integrating ideological and political work into risk warning; (4) the cultivation of a professional habit, such as integrating ideological and political work into the cultivation of virtues and the teaching process. It is through the long-term influence of these internal and external factors that physical education teachers gradually form ideological and political consciousness and thinking. These consciousness and thinking, in turn, promote the integration of ideological and political work into daily life, continuously strengthening these consciousness and thinking, and ultimately making them a habit, achieving the conscious integration of ideological and political work.

In summary, integrating ideological and political work into the development of core competencies

for physical education teachers is a lifelong, systematic endeavor that begins from the moment one chooses this profession. It involves assuming the responsibility of nurturing virtues and advancing socialist education. This commitment aligns with the concept of "comprehensive education" for all and aims to influence and educate students and those around them through personal ideological and political growth. The specific integration path is shown in Figure 1.

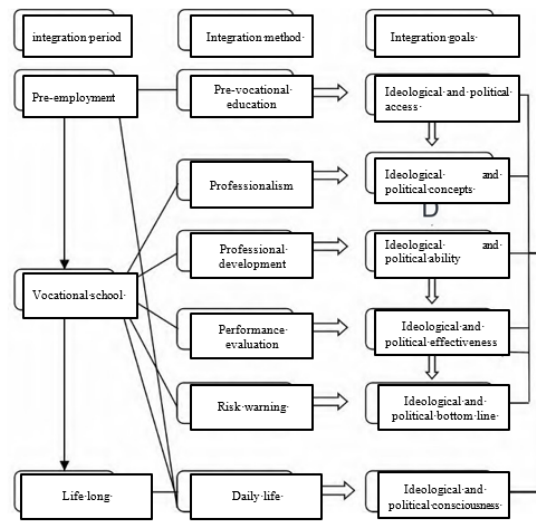


Figure 1: The Path of Integrating Ideological and Political Work into the Core Competencies of Physical Education Teachers.

5. Conclusion

In conclusion, physical education teachers play a vital role in comprehensive ideological and political education. They must recognize their mission in cultivating moral character and talent, contributing to the development of future builders and successors. By integrating ideological and political education into their core competencies, we can challenge societal biases, reduce stereotypes, and combat stigmatization.

This integration should start early in the careers of physical education teachers, progressing through various stages with specific objectives. The ultimate goal is to instill ideological and political awareness in their daily lives, fostering lifelong consciousness of these issues. Continuous self-awareness will deepen their understanding, improve capabilities, enhance effectiveness, and fortify their boundaries, consolidating lifelong ideological and political consciousness. These measures will enhance the core competencies of physical education teachers in the context of comprehensive ideological and political education, enabling them to fulfill their educational mission more effectively.

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