

The construction of an index system for the ideological elements of physical education courses in physical education colleges based on a mixed research approach

Ruoqi Li^{1,a}

¹University of Perpetual Help System Dalta, Las Piñas, 0900, Philippines

^anitawilketn98@gmail.com

Abstract: With the deepening of China's physical education curriculum reform, the construction of the thought-politics of physical education courses in colleges and universities has attracted great attention from the education sector and has been a hot issue of disciplinary research. The index system of physical education courses' thinking and political elements enriches the connotation of the thinking and political elements of physical education courses, which is conducive to determining the content of the thinking and political elements of courses related to each physical education discipline and accomplishing the goal of thinking and political education. This paper uses two research methods, namely literature and comparative analysis, to analyse and study the syllabus of the general gymnastics course in ten physical education colleges and universities across China, to explore the fit between the "curriculum thinking and politics" and the general gymnastics course, to explore the thinking and politics elements in gymnastics, and to complete the integration of thinking and politics elements in gymnastics. This course is designed to explore the integration of the ideological and political elements in gymnastics, and to complete the integration of the ideological and political elements in the teaching content, teaching process, teaching methods and teaching evaluation.

Keywords: mixed methods, sports colleges, thinking elements, system construction

1. Introduction

Adhere to the establishment of moral education as the central link in the education work of colleges and universities, the ideological and political education work throughout the process of school education and teaching, and with the three whole cultivation of the concept of educating people organically combined to create a new situation for the reform and development of China's higher education [1]. The main task of China's higher education is to cultivate comprehensive development of morality, intellect, physical fitness and beauty, and to train qualified builders and reliable successors for the development of the socialist cause, which must adhere to the correct political position [2]. The starting point for strengthening the development of political education in colleges and universities must be based on the nature of "educating people" in the requirements of higher education, not just discussing the construction of "course political thinking" according to the "political thinking course" of the teachers of political thinking courses [3]. The construction of "curriculum thinking", but to firmly grasp the top priority of curriculum reform, the classroom thinking and political education in the teaching of the main channel, the main position to fully play out the entire process of education and teaching in schools throughout the ideological and political education, so that the function of all courses to educate people is fully reflected, to play all courses to educate people function, according to the role of classroom teaching multi-channel implementation of all teachers' nurturing responsibilities [4]. In China, talents in sports possess a large amount of professional fitness knowledge and have rich practical experience in teaching sports, and most of them have studied and trained in sports in colleges and universities. As a result, these sports talents play a key role in improving the quality of the nation and promoting the progress and development of sports [6]. By integrating the teaching concept of Curriculum Civics in the process of teaching physical education and using classroom teaching as the main channel, the national sports institutions provide the basis for training qualified socialist builders and successors for all-round development [7]. As one of the compulsory courses for students in physical education institutions nationwide, gymnastics classes should make full use of the important carrier of classroom teaching in the general gymnastics course and

combine various teaching contents, methods and means to promote the educational and teaching reform of the general gymnastics course in physical education institutions nationwide that integrates the content of thinking and politics.

2. Mixed research methods

Mixed research methods first appeared in the 1930s and 1940s in the form of Mayo's 'Hawthorne Effect' study [8]. This study used not only experimental methods but also interviews and observations. Since then, mixed methods research has slowly developed. Around the 1970s and 1980s, there was a heated debate between quantitative and qualitative research paradigms in the Western social sciences. In the first half of the 20th century, quantitative research methods were dominant in Western societies, and in the second half of the 20th century, qualitative research methods were recognised and developed such as rooted theory and the emergence of ethnographic research [9]. As the name implies, mixed methods research refers to research that combines at least one qualitative and quantitative research method in a single research project. Since the 21st century, mixed research methods have developed rapidly. It combines the advantages of both quantitative and qualitative research and can describe and explain research questions in a comprehensive and detailed way. From an analysis of the current situation of the use of educational research methods in China, some results of research using mixed research methods can be found, and in some areas they are still used more often. However, such research on mixed research methods per se is relatively rare in China, and there are relatively more studies abroad [10].

A mixed research approach is 'problem driven' in the sense that it places the research problem above all else. Mixed research methods are not mechanically applicable to all research questions, so before choosing a mixed research method, it is important to think clearly and thoroughly about the method to be used and to have a clear understanding of the research question, and to consider whether it is necessary to use a mixed research method to conduct the research, and to choose to use a mixed research method only if there are benefits to be gained from its use. The question posed in this study is how best to tap into the Civic Elements and construct a system of indicators for the Civic Elements. Qualitative research is more suitable for constructing a system that facilitates better mining of the thinking elements in the literature by coding the thinking elements using rooting theory, while quantitative research is more suitable for validating the content system and providing support for the data. Therefore, this study adopts a mixed research approach to construct an indicator system for the Civic Elements from the respective strengths of qualitative and quantitative research.

3. Object of the study and methodology

3.1 Research object

The current situation and the practical path of carrying out the Civic Affairs of Athletics Specialized Course in Physical Education in China's physical education colleges and universities is the research object.

3.2 Research Methods

3.2.1 Literature method

By reviewing the literature, summarizing the current achievements of "Civic Education in Curriculum", analyzing the dilemmas and shortcomings encountered in the path of integrating Civic Education into professional courses through teaching design, collating the development experience of integrating Civic Education concepts into courses, and searching the China Knowledge Network for information on "Civic Education in Curriculum", "general gymnastics course", "gymnastics syllabus", "teaching design", "gymnastics teaching design The key words "gymnastics", "gymnastics syllabus", "teaching design", "gymnastics teaching design" and "gymnastics teaching design" were searched for, and more than 80 articles were searched. However, there is less literature on the integration of "gymnastics" with "gymnastics". Through searching foreign literature, summarizing the development of gymnastics courses in Japan and the United States, and combining the development of gymnastics general education courses in China, we analyze and summarize the relevant information about this study.

3.2.2 Comparative analysis method

A comparative analysis method was used to compare and analyse the syllabus of the general

gymnastics course for physical education majors in 10 physical education institutions (10 physical education institutions are: Beijing University of Physical Education, Tianjin Institute of Physical Education, Shanghai Institute of Physical Education, Shenyang Institute of Physical Education, Capital Institute of Physical Education, Wuhan Institute of Physical Education, Xi'an Institute of Physical Education, Chengdu Institute of Physical Education, Shandong Institute of Physical Education and Guangzhou Institute of Physical Education), from which the The common points of the general gymnastics course for physical education majors will be analyzed and summarized in terms of teaching objectives, teaching hours, teaching contents and teaching assessment methods.

4. Research results

4.1 Characteristics of the general education courses in physical education

The amount of teaching hours directly determines the level of teaching content, and the National Curriculum Programme for Undergraduate Physical Education Courses in General Colleges and Universities, which came into effect in 2004 and was formulated in 2003, specifies that the reference number of hours is 80, which can be changed up or down by individual schools according to the actual situation of their own curricula. This paper investigates the number of hours of general physical education courses in 10 schools. The three main components of the teaching hours are theory, practice, assessment and mobility, and there is a wide range in the number of hours of general physical education courses in physical education schools in China, with a concentration of 64-180 hours, and a three-fold difference between the maximum and minimum number of hours. Apart from the Capital Institute of Physical Education, which has the largest number of 180 hours, and the Shandong Institute of Physical Education and Guangdong Institute of Physical Education, which have the smallest number of 64 hours, most of the general gymnastics courses in other schools are concentrated around 100 hours. Theoretical hours and the number of assessment and motor hours are not very high, so it can be inferred that most of the hours are skill hours, and that physical education majors in major physical education institutions pay more attention to students' ability to master the technical skills of gymnastics and the practical application of gymnastics in their general courses.

4.2 The design of the index system of the thinking political element of the curriculum of physical education

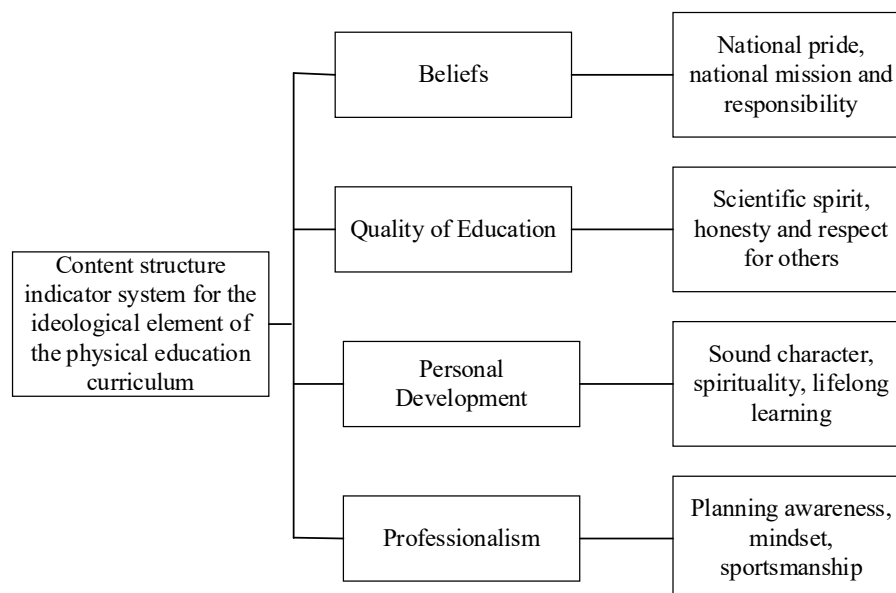


Figure 1: Indicator system of the Civic Element of the curriculum in physical education

The goal of curriculum thinking and politics is to achieve moral education, and there is no doubt that the teaching objectives of curriculum thinking and politics are used to design the content of the thinking and politics elements of the curriculum of physical education majors. The teaching objectives of curriculum thinking and politics are the concrete embodiment of the content of curriculum thinking and politics in teaching, and through the specific refinement of the teaching objectives of curriculum thinking

and politics, it can become the standard for constructing the index system of curriculum thinking and politics elements of physical education majors. Cultivating people with ideals and beliefs, moral cultivation and the ability to develop personally, etc. are the teaching objectives of curriculum Civics. Therefore, this goal should be implemented in the construction of the index system. In order to achieve the teaching objectives of the course Civics, how to better explore the Civics elements of the curriculum of physical education and what kind of content of the Civics elements of physical education should be taught. Based on the above questions, the initial construction of the physical education professional course thinking and political elements index system consists of four primary indicators and 24 secondary indicators. As shown in Figure 1.

"Ideals and beliefs", "quality of education", "personal development" and "professionalism" were established as the four primary indicators of the curriculum of physical education. On the one hand, the division of the dimensions of the Civic and Political elements of the physical education curriculum in previous studies provides a reference basis for the establishment of the indicators in this study; on the other hand, it comes from the requirements of the Outline, which indicates the direction of the construction of the Civic and Political elements of the physical education curriculum and should be used as a fundamental guide for the indicator system. The Outline points out that all courses and the Civic and Political Science courses should go hand in hand and in the same direction, and that implicit education should be combined with explicit education in order to achieve a synergistic effect of educating people and to form a comprehensive education pattern. It is emphasised that physical education courses should cultivate students to establish correct ideals and beliefs, focus on quality education and professionalism education, enhance their professional theories and expertise, form noble professional sentiments, cultivate the ideological virtues of harmony, patriotism, honesty and friendliness, cultivate students to form habits of physical exercise that will be used throughout their lives, and inspire a sense of responsibility to improve their physical qualities.

4.3 Promoting teaching principles and curriculum thinking to complement each other

Teaching principles are the requirements and rules that teachers must follow in order to conduct their teaching. First, teaching principles should be scientific in nature. With Marxism as the guide, combine the specific reality of athletics specialisation to educate students on character and morality, tap into the ideology of the teaching materials and help students establish a scientific view of the three; ii. Teaching principles should have inspiration. In athletics classroom teaching, teachers should explore the ideological and political resources contained in sports, stimulate students' learning subjectivity, guide students to actively think and explore the potential characteristics of the project, learn to take the initiative to analyze, establish truth-seeking consciousness and humanistic sentiment; Third, the teaching principles should have modernity. Keeping up with the times, pioneering and innovative, constantly in tune with the actual needs of education and society; 4. Teaching principles should have a systematic nature. The principles of teaching should be systematic, step by step, leaving room for students to digest and absorb knowledge, and guiding them to understand and grasp the essence of the problem at a deeper level, and to actively convey the sports ideas of "health first" and "lifelong sports" to students so that they can take up the responsibility of passing on sports culture. The students themselves will take responsibility for passing on the culture of sport.

5. Conclusion

To promote the construction of special courses in China's sports colleges and universities, it is necessary for schools to implement the educational concept of "curriculum thinking and politics" from top to bottom. According to the characteristics of their own specialties, tailor-made, the construction of the course of various courses on the agenda, so as to better realize the whole staff, the whole process, all-round education. To make "educators first educated", gradually improve the physical education teachers team thinking political capacity building, carry out teachers thinking political training lectures, enhance the teachers team thinking political vitality. We will make the Physical Education and Sports Pathway Research Department a highland for the ideological and political education of the curriculum, conduct seminars on the design of the ideological and political teaching of the curriculum, promote teachers to enhance their ideological and political education ability through communication and discernment, and actively explore strategies and methods to integrate the ideological and political education concept into the physical education specialisation curriculum, so as to promote the healthy and comprehensive development of students.

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