

Research on the dilemmas and development strategies of ideological and political education in physical education courses under the goal of cultivating high-skilled talents

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Abstract: With the rapid development of social economy, the demand for skilled talents in society has not only increased, but the quality requirements for skilled talents have also become higher. The needs of society have set higher demands on our vocational education. Students not only need to have professional technical skills but also should possess good humanistic literacy. This study uses literature review, exploratory research, logical analysis, and other research methods to first identify the dilemmas and problems currently faced in the construction of ideological and political education in physical education courses through practical teaching. It then proposes feasible and effective solutions to the existing problems, aiming to promote the development of ideological and political education in physical education courses. This study concludes that there are currently issues such as the lack of ideological and political capability among physical education teachers, insufficient exploration of ideological and political construction materials, lack of sorting and summarization of ideological and political elements, and the absence of a guiding outline. These dilemmas can be addressed by encouraging physical education teachers to become "great teachers" of the new era, integrating the teaching of physical education courses with ideological and political courses, and exploring the ideological and political elements of physical education courses.

Key words: ideological and political education in physical education courses; dilemmas; path selection; countermeasure research

1 Dilemmas faced in the construction of ideological and political education in physical education courses

1.1 Lack of ideological and political capability of physical education teachers

Physical education teachers play a very important role in the construction of ideological and political education in physical education courses. The success of this construction is closely related to every physical education teacher, and the level of ideological and political capability of physical education teachers determines the success or failure of this construction. The main reasons for the lack of ideological and political capability among physical education teachers in most vocational colleges are as follows.

1.1.1 Insufficient ideological awareness of physical education teachers

Currently, many teachers only focus on completing the course without considering how to integrate the content of ideological and political education with physical education teaching content. Many teachers have a superficial understanding of ideological and political education, lack professional and systematic theoretical training and practice, and do not adequately integrate ideological and political elements into actual teaching. They are limited to incorporating these elements in a small part of the classroom, failing to grasp the content throughout the entire teaching process. The teaching process sometimes appears disjointed and lacks coherence and systematicness. The integration of ideological and political education does not always come naturally because teachers lack initiative, feeling that they are "passively" integrating ideological and political content, making the classroom content "stiff and uninteresting", leading to difficulties in teaching and student acceptance.

1.1.2 Lack of communication between physical education teachers and teachers of other subjects

There is a certain degree of isolation, as physical education teachers' exchanges and learning are often confined to the research office, rarely having the opportunity to communicate and explore with teachers of other subjects. This hinders the improvement of physical education teachers' ideological and political education in physical courses.

1.1.3 Weak reflection ability of physical education teachers

Physical education teachers often habitually consider the entire teaching process to be over after the physical education class, without reflecting on the integration of ideological and political content, actual teaching effects, and student feedback. There is no follow-up reflection and adjustment based on the inadequacies in the teaching content, leading to a lack of effective improvement in the ideological and political capability of physical education teachers over time.

1.2 Lack of exploration and integration of ideological and political education materials in physical education courses

The essence of the construction of ideological and political education in physical education courses lies in integrating the requirements of ideological and political education with the ideological and political education content inherent in the physical education courses [1]. Like other courses, physical education courses have rich ideological and political education materials, such as historical and cultural aspects and the history of revolutionary sports. However, some materials are not readily apparent or easily accessible and need to be explored and mined in depth by our PE teachers. In actual teaching, we find that some teachers believe it is sufficient to have just one ideological and political education material in the physical education class, while others use only one type of materials throughout the semester. The resources for ideological and political education in physical courses are limited, and teachers lack the spirit of active exploration and excavation, leading to a lack of innovation and stagnation in the construction of ideological and political education in physical education courses. Another difficulty in the construction of ideological and political education is the effective integration of ideological and political materials with classroom teaching content. This integration is a pain point for our teachers. During teaching design, teachers may integrate ideological and political materials into the teaching content, but in actual teaching, they sometimes find problems such as improper integration, unreasonable timing, improper methods, and unsuitable integration points.

1.3 Lack of sorting and summarization of ideological and political elements in physical education courses

The ideological and political elements in physical education courses mainly include patriotism, collectivism, socialism, rule awareness, and the spirit of striving. The ideological and political education in physical education courses possesses elements not found in other courses, with diversified ideological and political elements [2]. It represents a high unity of values, knowledge, and skills. However, in our actual teaching process, what often manifests is a single element or

just a brief mention in a sentence, resulting in incomplete and limited ideological and political elements. Sometimes, there is merely simple sports technique teaching without any ideological and political education. Different sports exhibit different ideological and political elements, but currently, there is a scattered and disorganized phenomenon, lacking systematic sorting and summarization of these elements. Consequently, the integration between course content and ideological and political elements is not well achieved, and the connection between elements is not smooth. This leads to insufficient and incomplete ideological and political education for students in physical education classes, lacking a certain logical consistency.

1.4 The guiding outline for the construction of ideological and political education in physical education courses has not yet been formulated

In 2020, the Ministry of Education issued the *Guiding Outline for the Construction of Ideological and Political Education in Higher Education Courses*, which states: "Integrate ideological and political education into the talent cultivation system, comprehensively promote the construction of ideological and political education in higher education courses to ensure that every course contributes to student development, and improves the quality of talent cultivation in higher education [3]." Physical education courses are also a significant part of the ideological and political education construction in higher education courses. However, there are certain differences between the construction of ideological and political education in physical education courses and that in other courses. Physical education focuses on ideological and political education through physical activities, often emphasizing practical education, whereas other courses frequently emphasize theoretical education for students.

A guiding outline is the foundation for course construction. The construction of ideological and political education in physical education courses requires its own guiding outline. Without such an outline, physical education teachers struggle to start preparing their lessons and lack guidance and reference in actual teaching, making it difficult to practice and explore boldly. Sometimes, physical education teachers feel frustrated and do not know how to integrate ideological and political content into their teaching. They are also unsure how to address problems and challenges encountered in ideological and political education in physical education courses. As a result, many teachers lose confidence and abandon ideological and political education, reverting to purely technical education. Over time, this leads to a lack of experience and summarization in ideological and political education. Reviewing the situation of physical education course construction over the past four years, it is imperative to formulate a guiding outline for the construction of ideological and political education in physical education courses.

2 Path selection and countermeasure research for the construction of ideological and political education in physical education courses

2.1 Encouraging physical education teachers to become "great teachers" of the new era

Teachers are the educators and the main body of education, while students are the learners and the main body of learning. Teachers serve as role models for students in the teaching process, and their words and actions have a profound impact on students. In the context of the new era, with abundant educational resources, teachers should rely on their strengths and compensate for their weaknesses. Firstly, they must be diligent in learning; as the saying goes, "It takes a good blacksmith to make steel." Knowledge is constantly updated and iterated, and teachers must strengthen both practical and theoretical learning at all stages, delve deeply into resources, and integrate them. They should be proficient in their professional knowledge and have an understanding of knowledge outside their field, ensuring they have a solid knowledge reserve. Additionally, teachers should enhance communication with each other, not limited to their own school, but also engage in discussions and exchanges with teachers of other schools, and participate in excellent courses from other

disciplines. This approach allows teachers to better answer students' questions and solve their problems.

Secondly, teachers need to rediscover their original aspirations, not shying away from hardships, and being able to endure difficulties. In a teacher's career, the daily tasks might cause one to forget their original aspirations. Hence, it is crucial to continually rediscover them. A teacher's original aspiration is to cultivate students into qualified socialist builders and reliable successors. Teachers guide students on their growth path and act as mirrors for them. By constantly adjusting themselves to meet the standards of "four good teachers", teachers should strive to earn the respect and love of their students, becoming the "most admirable and lovable person" in students' eyes.

Thirdly, teachers should be good listeners. Teaching in the classroom is an interactive process. Teachers not only need to deliver well but also actively interact with students, understanding their thoughts and learning. Sometimes, students' questions might be unrelated to the class, but teachers should listen patiently, understand their thoughts, guide and encourage them, helping them solve difficulties in life and learning, thus becoming good mentors and friends in their growth journey.

2.2 Deep integration of physical education teaching and ideological and political education teaching

The construction of ideological and political education in physical education courses has become a core driver for colleges to help students enjoy sports, enhance their physical fitness, develop sound personalities, and temper their willpower through physical exercise [4]. It is also an important path to strengthen students' ideals and beliefs, instill a deep sense of patriotism, enhance moral cultivation, foster a spirit of striving, and improve their overall quality through physical education teaching. Ideological and political education is a crucial teaching content in physical education classes. However, in actual teaching, teachers often emphasize physical fitness through exercise and may overlook the ideological and political education aspect, failing to effectively link ideological and political education with physical education. This results in a superficial integration of the two, requiring teachers to change their teaching concepts.

To deliver an excellent physical education class, teachers must comprehensively grasp the content of the entire lesson. Firstly, they should fully explore the ideological and political materials before the class and reasonably integrate and connect them with the classroom content. During the class, teachers should act as role models for students, putting students at the center, and consistently integrating the fundamental task of "cultivating virtues and nurturing people" throughout the teaching process. Teachers should carefully observe students' behavior, address any issues promptly in order to achieve immediate educational effects, while seamlessly integrating ideological and political content with the physical education teaching process. Classes should be rich and fulfilling, with ideological and political content subtly influencing students. Teachers should encourage them, listening patiently to their opinions, and making adjustments based on their feedback. After the class, teachers should reflect on the actual effectiveness of their teaching and make adjustments accordingly in order to make substantial progress in the future.

Moreover, physical education teachers should strengthen their communication with ideological and political teachers, attend ideological and political education classes, and participate in related academic exchange activities to absorb rich ideological and political education experiences and methods. They should incorporate excellent teaching techniques, content, and resources from ideological and political education into their physical education teaching practice, constantly improving their teaching methods and adjusting their teaching strategies, achieving a deep integration of ideological and political education teaching and physical education teaching.

Finally, physical education courses should strengthen cooperation with ideological and political education courses. Physical education teachers can enhance collaboration with ideological and political education teachers both academically and in teaching, achieving resource sharing. This approach is conducive to the integration of physical education teaching

and ideological and political education teaching, enriching the content of ideological and political education in physical education courses, improving the quality of physical education teaching, and ultimately achieving a win-win situation.

2.3 In-depth exploration of ideological and political education materials and elements in physical education courses

The ideological and political education materials in physical education courses can be excavated from inspirational stories of outstanding sports figures, stories of inheritors of intangible cultural heritage in sports, and red sports education resources. Only by fully exploring these ideological and political education materials can the resources of ideological and political education in physical education courses become rich and colorful, thereby enriching the teaching content of ideological and political education in physical education courses. The integration of ideological and political content into the classroom will be smoother and more reasonable, making the classroom content more enriched, vivid, and lively, which can better stimulate students' interest in physical education. Only by fully utilizing these materials can they be better integrated into the ideological and political education in physical education courses, allowing teachers to better demonstrate their moral education awareness and ability, and helping students grow and succeed.

Physical education courses have rich ideological and political elements, including collectivism, patriotism, socialism, and the spirit of unity and cooperation. Some of these elements are obvious, while others are deeply hidden and require physical education teachers to deeply explore and guide students in teaching practice. The teaching content of physical education courses needs to transition from shallow to deep, not merely imparting sports skills but also integrating moral education into the learning of physical skills. This requires physical education teachers to design the content of the entire class well during lesson preparation, naturally and effectively integrating ideological and political education into the physical education classroom. The whole education process is gradual and not limited to the classroom; guidance outside the classroom is also crucial and will have a profound and lasting impact on students. Teachers can first explore ideological and political elements from team games, stories of famous figures, and red education bases, reasonably integrating them throughout the teaching process, making the classroom content complete and orderly. Secondly, teachers should set an example in the classroom, guiding students to understand and appreciate these ideological and political elements and their profound meanings, helping students establish sound personalities, and cultivating their outlook on life, the world and values. Students should be encouraged to use their knowledge and the spiritual qualities and moral character they have developed to serve socialist construction, contributing to socialist development, and laying the foundation for socialist construction. The entire education process fully implements the fundamental task of moral education, cultivating students not only as high-skilled talents but also as qualified builders and reliable successors of socialism who are comprehensively developed in moral, intellectual, physical, aesthetic, and labor education.

2.4 Leading teaching practice with a guiding outline

Ideological and political education is crucial in the entire talent cultivation system of university students, and it is integrated into the construction of every discipline. The level of ideological and political education has a profound and lasting impact on students' development. A guiding outline is an important theoretical basis for guiding the development of a discipline and leading its development. The construction of ideological and political education in physical education courses is urgent. To develop better, it is necessary to formulate a corresponding guiding outline. With the guiding outline, teaching can be implemented more standardizedly, thereby improving teaching quality. It can provide better theoretical guidance for the problems and difficulties encountered in practice, helping teachers practically solve the actual difficulties in teaching practice. It is also beneficial for teachers to clarify the future development direction and goals of ideological and political education in physical education courses, guiding teachers to strive towards the goal, enhancing their

enthusiasm and initiative in ideological and political education, and thereby better promoting the development and improvement of ideological and political education in physical education courses.

2.5 Improving and perfecting teaching models with "diversified" evaluation methods

The teaching evaluation of ideological and political education in physical education courses is a standard for measuring the quality of physical education teaching in colleges and universities, a reflection of teachers' teaching quality, and a benchmark for evaluating students' learning [5]. The evaluation method of ideological and political education in physical education courses urgently needs improvement, as it directly affects the development and construction of ideological and political education in physical education courses. Currently, the teaching level of physical education courses in colleges and universities is mainly evaluated by students and teaching supervisors, which is still relatively single and lacks systematic and comprehensive evaluation. Therefore, it is necessary to increase the evaluation of teaching levels among physical education teachers, different disciplines, different schools, ideological and political education experts, and teachers' self-evaluation. At the same time, ideological and political teaching content should be regarded as a key element of teaching evaluation. Through diversified evaluation methods, teachers can be helped to improve and perfect their teaching models, thereby better enhancing the teaching quality of ideological and political education in physical education courses. This ensures the fundamental task of "cultivating virtues and nurturing people" to be implemented, ultimately promoting the high-quality and rapid development of ideological and political education in physical education courses.

3 Conclusion

In today's rapid development of ideological and political education in courses, the construction of ideological and political education in physical education courses has become an important aspect concerning student development. Currently, there are issues in the construction of ideological and political education in physical education courses, such as insufficient ideological and political capability among teachers, the lack of exploration of ideological and political materials, insufficient integration of ideological and political elements, and the absence of a guiding outline for the construction of ideological and political education in physical education courses. These problems urgently need to be addressed. By taking important measures from aspects such as teachers, ideological and political materials and elements in physical education courses, and the guiding outline for the construction of ideological and political education in physical education courses, we can achieve effective transformation and deep integration. This will make classroom teaching more vivid and interesting, better implement the fundamental task of "cultivating virtues and nurturing people", and help students internalize and truly understand these values. Ultimately, it will strive to cultivate students into useful talents needed by society, thus enabling them to contribute their part to social development.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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