

Research on the Design and Practical Pathways of Integrating Curriculum Ideology and Politics into College Basketball Teaching

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Abstract: *The educational function of college basketball teaching is not only reflected in the acquisition of motor skills and the improvement of physical fitness, but also contains educational factors such as rule awareness, cooperative spirit, and competitive ethics. This study explores the theoretical logic and implementation framework of integrated basketball teaching from three dimensions: theoretical basis, content system, and mechanism construction. The study first examines the original educational elements of basketball from an ontological perspective, revealing their internal coupling mechanism with value transmission; then it proposes content reorganization based on situational embedding, methodological innovation oriented toward subjective awareness, and field construction throughout the entire process; finally, it constructs a multi-agent collaborative educational network, a dynamically adaptive process regulation, and a development-oriented evaluation system. This study aims to provide theoretical support for achieving the isomorphic symbiosis of skill instruction and value guidance in college basketball teaching.*

Keywords: *college basketball teaching; curriculum ideology and politics; integration mechanism; content system; evaluation dimension*

Introduction

College basketball teaching carries the dual mission of imparting motor skills and cultivating personal qualities, and its teaching process naturally contains value elements such as rule compliance, teamwork, and perseverance. However, traditional basketball teaching tends to focus on the standardization of technical movements and the improvement of competitive performance; the organization of teaching content follows the order of skill difficulty; teaching methods emphasize demonstration and imitation; and the evaluation system centers on quantitative indicators. This skill-oriented teaching paradigm has, to some extent, narrowed the educational function of basketball teaching, leaving the value factors implicit in the sports process insufficiently explored and systematically presented. In recent years, discussions on the educational function of physical education courses have become increasingly in-depth, and scholars have gradually recognized the unique advantages of physical education teaching in value transmission. However, existing studies mostly remain at the level of macro-level concepts, lacking systematic theoretical construction on specific issues such as content design, methodological innovation, and mechanism construction of integrated basketball teaching. Based on this, the present study systematically examines the intrinsic relationship between basketball and value guidance from an ontological perspective, explores the content system, operational mechanism, and evaluation methods of integrated basketball teaching, and aims to construct an integration framework with theoretical depth and practical reference value, thereby providing theoretical support for realizing the educational function of college basketball teaching.

1. The Theoretical Basis and Value Implication of Integrating Curriculum Ideology and Politics into College Basketball Teaching

1.1 An Ontological Examination of the Ideological and Political Elements in College Basketball Teaching

As a structured system of physical activities, basketball inherently contains rich educational factors. From the perspective of sports ontology, the rule system of basketball constructs behavioral boundaries

and a sense of fairness; the team cooperation mechanism fosters role identification and a sense of responsibility; and the competitive confrontation process nurtures perseverance and strategic thinking. These elements that naturally emerge with the sports process constitute the ontological educational value of basketball teaching, which distinguishes it from mere skill instruction. Therefore, the exploration of basketball teaching content should not stop at the superficial decomposition of technical movements, but should delve into the essence of the sport, clarify the intrinsic relationship between the form of the sport and its value connotations, and guide the teaching objects from the acquisition of "skills" to a deep understanding of "sports culture."

Based on this, the ideological and political elements in basketball teaching are not externally attached labels, but rather the manifestation of values rooted in the sports practice itself. Rule compliance corresponds to a sense of order and the quality of self-discipline; teamwork reflects the spirit of collaboration and the collective concept; and the experience of winning and losing relates to the cultivation of frustration coping and the character of respecting opponents. This ontological examination reveals that the value transmission function of basketball teaching possesses primordially and implicitly, and the generation of its educational meaning depends on the teaching subjects' deep engagement with sports situations and their construction of meaning. By connecting the ontological attributes of sports with educational goals, basketball teaching can subtly influence students' value cognition while imparting skills, thereby enabling physical education to return to its essential function of nurturing the mind and body and shaping character^[1].

1.2 The Coupling Mechanism Between Basketball Teaching and Value Guidance

Basketball teaching, as a systematic educational process consisting of elements such as teaching objectives, content organization, method application, and evaluation feedback, has close interactions among its internal components. The realization of value guidance goals is not an additional step independent of the teaching process, but an organic component embedded throughout the entire teaching process. From the perspective of systems theory, the structural characteristics of the basketball teaching system determine its natural advantage in carrying value transmission: the dynamic nature of sports situations provides a real field for value cognition; the gradual nature of skill learning creates continuous opportunities for character cultivation; and the uncertainty of competitive confrontation prescribes conflict situations for value selection. These structural features make the basketball teaching system functionally highly compatible with the goals of value guidance.

Furthermore, the coupling mechanism between the two is reflected in the coordinated operation of teaching elements. The establishment of teaching objectives needs to balance the two dimensions of motor skill acquisition and character development; the selection of teaching content should focus on the organic integration of situation creation and value carriers; and the application of teaching methods emphasizes the alternating progression of experiential learning and reflective guidance. The evaluation link also needs to break through the limitation of single technical indicators and incorporate behavioral performances such as participation attitude, cooperative behavior, and rule compliance into the scope of consideration. Through the organic integration and synergistic effect of various teaching elements, the basketball teaching system can achieve the isomorphic symbiosis of skill instruction and value guidance, integrating the process of value internalization into every technical practice, every tactical cooperation, and every competitive confrontation, thereby forming a silent educational effect.

1.3 The Reconstruction of Value Dimensions in Integrated Basketball Teaching

The value orientation of traditional basketball teaching often focuses on the refinement of motor skills and the improvement of competitive performance, and its evaluation criteria are mostly presented in quantitative indicators, which has to some extent narrowed the educational function of physical education. The value reconstruction of integrated basketball teaching is first reflected in the expansion of teaching objectives, namely a transition from a single dimension of motor ability to a multi-dimensional objective system encompassing cognitive development, social adaptation, and character cultivation. This reconstruction does not deny the fundamental position of skill teaching, but rather adds a dimension of value generation on the basis of skill acquisition, enabling students to form a deep understanding and value judgment of basic sports propositions such as rules, cooperation, competition, success and failure while mastering sports techniques, thus achieving a paradigm shift from "learning to exercise" to "achieving development through exercise."^[2]

The reconstruction of value dimensions is also reflected in the re-examination of the value logic of

the teaching process. Traditional teaching models tend to regard value education as an accessory to knowledge transmission, whereas integrated teaching elevates it to a status equal to skill acquisition, forming a teaching logic of "dual main lines" progressing in parallel. Under this logical framework, the acquisition of each technical movement is not only a training of physical function but also a tempering of willpower; the completion of each tactical cooperation is not only a rehearsal of strategic thinking but also a reinforcement of cooperative awareness; and the experience of each competition's victory or defeat is not only a test of competitive ability but also a practice of emotional management and value selection. Through the construction of such multi-dimensional value dimensions, basketball teaching is elevated from a mere "body training" activity to a systematic project of "holistic education," and its educational function can be synergistically unfolded across multiple levels including physical, cognitive, emotional, and social aspects, thus forming an integrated pattern of education.

2. The Content System and Structural Optimization of Integrating Curriculum Ideology and Politics into College Basketball Teaching

2.1 Reorganization of Teaching Content Based on Situational Embedding

The organization of basketball teaching content directly affects the effectiveness of value transmission. Traditional teaching content is arranged in the order of technical difficulty, breaking down skills such as dribbling, passing, and shooting into isolated units for training. This decontextualized organization method severs the intrinsic connection between techniques and the overall sport, and also removes the value factors embedded in technical learning. The content reorganization based on situational embedding emphasizes restoring technical movements to real sports situations, allowing technical learning to unfold under specific tactical backgrounds, competitive conditions, or cooperative relationships. Placing passing and receiving techniques within tactical cooperation endows them with cooperative connotations; placing defensive techniques within a team defense system highlights the sense of responsibility; thus, technical learning and value cognition occur simultaneously^[3].

The reorganization of teaching content is also reflected in the return to a holistic understanding of the sport. By constructing an integrated content sequence of "techniques-tactics-competition," students can develop tactical application awareness during the skill acquisition stage, reinforce technical specifications in the process of tactical cooperation, and achieve the organic unity of techniques and tactics in competitive confrontation. This content structure breaks the artificial separation between technical training and tactical application, allowing students to understand the essential characteristics of basketball within a complete sports logic. Rule awareness is doubly reinforced through technical specifications and tactical requirements, the spirit of collaboration is continuously generated through tactical cooperation and competitive interaction, thus forming a closed value logic loop within the content system.

2.2 Innovation of Teaching Methods Aimed at Subjective Awareness

The selection of teaching methods determines the students' level of engagement and depth of cognition in the learning process. The innovation of methods aimed at subjective awareness centers on shifting the teaching focus from "teaching" to "learning," thereby stimulating the students' active construction of meaning. The innovated method system employs strategies such as problem guidance, situation creation, and task driving to make students active participants and meaning constructors in the learning process. In the tactical teaching segment, the inquiry-based learning approach is adopted, where the teacher sets tactical problems, and the students seek solutions on their own through group discussions and trials. During this process, the students not only acquire tactical knowledge but also develop learning qualities such as independent thinking and collaborative inquiry.

Another important dimension of method innovation lies in the systematic application of reflective learning strategies. Basketball teaching contains abundant experiential materials; every successful cooperation, every reflection on mistakes, and every experience of winning or losing constitutes an opportunity for value internalization. By introducing reflective tools such as learning logs, peer assessment, and self-assessment, teachers guide students to systematically organize and deeply examine their own learning processes, behavioral performances, and emotional experiences, thereby making the value elements implicit in sports experience explicit and conceptualized. This reflective mechanism realizes the transformation from "physical experience" to "value cognition," enabling students to

develop conscious awareness of basic sports propositions such as cooperation, competition, rules, and responsibility while making progress in skills, thus turning the teaching process into a field for students' self-construction and self-improvement^[4].

2.3 Construction of a Hidden Educational Field Throughout the Entire Process

The educational function of basketball teaching not only depends on the explicit design of teaching content and methods, but is also profoundly influenced by various hidden factors within the teaching field. The hidden educational field is embedded in elements such as teaching space, interaction relationships, institutional norms, and cultural atmosphere, and its mode of operation is penetrating and imperceptible. The construction of a hidden educational field throughout the entire process requires the systematic design and optimized allocation of various hidden elements: at the spatial level, the arrangement of the venue and the placement of equipment convey a sense of order and normativity; at the institutional level, classroom rules and rotation mechanisms form a behavioral guidance framework; at the cultural level, teacher-student interactions and peer communication shape the soft environment of teaching. The synergistic effect of these hidden elements forms a three-dimensional educational field covering the entire teaching process.

The core value of the hidden educational field lies in its traceless and immersive characteristics. Compared with the directness of explicit teaching links, value transmission in the hidden field is mainly achieved through indirect means such as environmental suggestion, behavioral imitation, and atmospheric infection. When fair rules are consistently enforced, students' rule awareness naturally develops; when cooperative behavior is continuously encouraged, team spirit gradually becomes internalized; when a respectful attitude becomes a consensus in the field, the quality of interpersonal communication accordingly improves. This immersive educational approach avoids the stiffness and fragmentation of value education, allowing value cognition to accumulate continuously in natural sports situations, permeating every link from class preparation, technical practice, tactical cooperation, competitive confrontation, to post-class reflection, thus achieving the synergistic functioning of explicit and implicit educational functions^[5].

3. Mechanism Construction and Evaluation Dimension of Integrating Curriculum Ideology and Politics into College Basketball Teaching

3.1 Construction of a Multi-Agent Collaborative Educational Network

The operation of integrated basketball teaching depends on positive interactions and coordinated cooperation among multiple agents. In this educational network, teachers, students, and the teaching community constitute three core nodes: the teacher shifts from being a mere skill instructor to a value guide and situation designer, and the teacher's professional competence and behavioral modeling directly affect the integration effect; the student transforms from a passive recipient to an active participant and meaning constructor, and the degree of the student's subjective initiative determines the depth of value internalization; the teaching community encompasses organizational forms such as classes, teams, and groups, providing a reference framework for individual development through rule setting and role division. The synergistic effect of these three agents forms a mutually supportive network structure, providing continuous momentum for the integration process.

The construction of the educational network also requires attention to the optimization of inter-agent interaction relationships and the establishment of coordination mechanisms. An equal dialogue and two-way feedback relationship should be formed between teachers and students: teachers pay attention to individual student differences while providing professional guidance, and students also have the space to express their views and reflect on their experiences. A two-way interaction between individual students and the teaching community constitutes individual socialization and collective construction: individuals acquire rule awareness and cooperation skills in the process of integrating into the collective, and the collective forms cohesion and cultural identity through individual participation. Through the construction of a multi-agent collaborative network, integrated basketball teaching obtains institutional guarantees at the organizational level, elevating value transmission from individual behavior to systematic operation^[6].

3.2 Dynamic and Adaptive Regulation of the Integration Process

The integration activities in the basketball teaching process are not a static, linearly progressing process, but rather a dynamic system that continuously adjusts with changes in teaching situations and fluctuations in student states. Dynamic and adaptive regulation of the integration process emphasizes flexible adjustments to the focus of integration objectives, content selection, and method application according to various changing factors in the teaching process. This regulation mechanism is built on the continuous collection of multi-dimensional information from the teaching process, including students' skill mastery levels, participation and engagement states, interactive behavioral performances, and emotional response characteristics. By perceiving state changes in real time, the mechanism identifies integration needs at different stages and in different contexts, and then makes targeted adjustments to teaching strategies.

The realization of the regulation mechanism depends on two core links: process feedback and progressive optimization. Process feedback transforms the information collected during the teaching process into the basis for modifying teaching behaviors, covering both the teacher's professional judgment and the students' self-reflection, thus forming a comprehensive judgment based on multiple sources of information. Progressive optimization emphasizes that the regulation, based on grasping the overall direction of the teaching process, advances the formation of stage-by-stage objectives and strategies in a layered manner: the technical learning stage focuses on the establishment of rule awareness; the tactical cooperation stage shifts to the cultivation of cooperative ability; and the competitive confrontation stage centers on emotional management and guidance on the concept of winning and losing. Through such dynamic and adaptive regulation of the process, the integration activities maintain appropriate intensity and form at different stages of basketball teaching.

3.3 Development-Oriented Evaluation of Integration Quality

The quality evaluation of integrated basketball teaching needs to break through the limitations of the traditional evaluation paradigm and establish a development-oriented evaluation system. The traditional evaluation paradigm takes outcome indicators as its core orientation, focusing on the quantitative presentation of technical test results and competitive outcomes. This evaluation logic simplifies the teaching process into measurable terminal outputs, making it difficult to capture the continuity of students' growth trajectories and the depth of value internalization during the integration process. The development-oriented evaluation shifts the focus from "final results" to "process changes," emphasizing dynamic tracking and comprehensive judgment of the progress trends, cognitive deepening, and behavioral improvement presented in students' learning processes, so that the evaluation activity itself becomes an organic part of the teaching process rather than an external inspection detached from teaching. This shift in evaluation orientation essentially transforms the function of evaluation from "appraisal" to "promotion," enabling evaluation and teaching to form a mutually embedded and synergistically advancing relationship.

The construction of a development-oriented evaluation system needs to cover two levels: the expansion of evaluation dimensions and the innovation of evaluation methods. In terms of evaluation dimensions, in addition to the basic dimension of skill level, multiple dimensions such as value cognition, behavioral performance, and emotional attitude are incorporated to form a multi-dimensionally integrated evaluation indicator system: value cognition focuses on the depth of students' understanding of basic sports propositions such as rule awareness and cooperative spirit; behavioral performance focuses on explicit characteristics such as rule compliance and sense of responsibility; and emotional attitude reflects internal states such as participation enthusiasm and team identification. In terms of evaluation methods, the combination of formative evaluation and value-added evaluation holds significant value: the former captures students' learning trajectories through continuous observation, while the latter measures teaching effectiveness by comparing an individual's developmental changes at different stages. Through this development-oriented quality evaluation, integrated basketball teaching obtains a scientific and effective feedback mechanism, enabling the educational goal of value internalization to acquire an observable and evaluable form of expression.

Conclusion

This study focuses on the core issue of integrating curriculum ideology and politics into college

basketball teaching, and systematically conducts theoretical exploration from three dimensions: theoretical basis, content system, and mechanism construction. At the theoretical level, the study reveals the intrinsic coupling mechanism between the original educational elements of basketball and value transmission, and clarifies the value reconstruction logic of integrated teaching transitioning from "body training" to "holistic education." At the content system level, the study proposes a trinity structural optimization path consisting of content reorganization based on situational embedding, methodological innovation aimed at subjective awareness, and field construction throughout the entire process. At the mechanism level, the study constructs an operational framework in which a multi-agent collaborative educational network, dynamic and adaptive process regulation, and development-oriented quality evaluation support each other. The study forms a complete theoretical system covering ontological foundation, content design, methodological innovation, and mechanism guarantee, providing systematic theoretical reference for achieving the isomorphic symbiosis of skill instruction and value guidance in college basketball teaching. Future research can further focus on differentiated integration strategies for student groups at different educational stages and with different skill levels, explore quantifiable representations of integration effects, and verify and improve the theoretical framework constructed in this study in actual teaching situations, thereby promoting the transformation of integrated basketball teaching from theoretical construction to practical implementation.

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