

Research on the Practical Paths of Integrating Ideological and Political Elements of Physical Education Courses into Public Physical Education Teaching in Colleges and Universities

Jinling Luo*

Xinjiang Hetian College, Hetian, 848000, China

*Corresponding author: 15292965916@163.com

Abstract: Besides the skills and physical fitness promotion, there are different kinds of educational resources of public physical education curriculum in colleges and universities, and the movement-related features inevitably have the function of value education. Based on the internal logic of integrating ideological and political elements, we build up a systematic framework including "why to integrate", "what to integrate" and "how to integrate"; Physical education courses should deepen the integration of physical cultivation and moral cultivation through expansion of structure; The embodied nature of movement situations is an irreplaceable generative field for value education; The ecological niche of public physical education courses requires integration. We build up a three-dimensional element classification system (rule ethics, character formation, and social interaction), analyzing the correspondence between elements and sports items and their hierarchy progression, proposing integration paths from overall guidance of teaching objectives at three levels – transformation of teaching content, and embedding of the teaching process. Our research aims to give a theoretical reference for developing the value education function of public physical education courses in colleges and universities.

Keywords: Ideological and Political Education in Physical Education Courses; Ideological and Political Elements; Public Physical Education in Colleges and Universities; Integration Paths; Teaching Objective Design

Introduction

The public physical education courses offered by colleges and universities cover all years of lower year students' course of study but it's always restricted to promote physical fitness and skills with no systematic development of educational potentials like rule internalization and tempering of willpower. The existing researches are still on the level of macro-interpretation of significance or summing up experiences from single sports event without systematic analysis according to the ontological characteristics of the discipline of physical education connecting value logic and operational paths. Based upon the intrinsic stipulations of physical education teaching, we constructed a theoretical framework consisting of three levels (value logic, element types, and integration paths), answering what are the unique advantages of value education in physical education courses, how to implement ideological and political elements into teaching design? providing an explanation and operable theory for the in-depth development of the educational function of public physical education courses.

1. The Value Logic of Integrating Ideological and Political Elements of Physical Education Courses into Public Physical Education Teaching in Colleges and Universities

1.1 The Structural Expansion of the Educational Function of Physical Education Courses

The traditional teaching has always regarded public physical education courses in colleges and universities as the main front of "bodily education". Judging its educational value by acquiring motor skills and promoting physical health. But where is physical education teaching happening—sports field—a microcosmic social space with behavior norms, interpersonal interaction, value choice. Students

will naturally feel embodied experiences (rule compliance, competition and cooperation, victories and defeats) gaining and losing, etc., naturally carrying the genes of value education. Incorporating ideological and political elements into it doesn't mean grafted on another set of educational tasks for physical education courses from the outside but structurally expands the already implicit educational aspects inside physical education courses so that "physical cultivation" and "moral cultivation" are deeply integrated as two sides of the same teaching process^[1].

The structural expansion is reflected on our understanding of the course functions: Physical education courses expanded its original purpose of just developing physical fitness to become an overall educational platform which includes cognitive development, emotional cultivation and behavioral formation. In terms of functional aspects although there are many possibilities of cognitive transmission, behavioral norms and character formation inside physical education courses; they will be hidden during the process of teaching motor skills in actual instruction. Systematic inclusion of ideological and political elements means that we deliberately design and organize them so that spontaneous scattered educational effects can be turned into conscious systematic educational goals. Such expansion doesn't alter the essence of physical education courses' "using physical activity as a medium", it only expands the educational function of the course from one-dimensional to multi-dimension integrated development with the scope allowed by this attribute.

1.2 The Symbiotic Relationship between Movement Situations and Value Education

Embodiment and immediacy of the situation is one of the most unique features of physical education teaching in comparison to other kinds of courses. Gains of students in sports are vivid feelings experienced by them via their body's participation, confrontation and cooperation, fluctuation between victories and defeats. The intensity of such authentic feeling is an uncommon generative field for value education – emergence of rule awareness comes about due to direct feedback when violations lead to punishments; establishment of team spirit emerges out of personal experience of winning through cooperation; cultivation of perseverance relies upon persistent persistence at the edge of physical exhaustion. Effectiveness of integration of ideological and political elements mostly lies in finding and exploiting these situational advantages rather than detachment from the sport itself and attachment of a set of value rhetoric.

The core of such a symbiosis lies in the fact that the materials for value education do not come from physical education teaching, rather they are educational resources inherent in all links of physical education teaching; it's not "implantation" but "activation", i.e., the teacher doesn't implant value concepts into the physical education classroom from the outside, but he extracts value elements (cooperation, respect, fairness, perseverance), which exist in sports in a latent state as educational content perceivable by students, reflected upon and internalized. This requires the sensitivity of teachers towards the educational opportunities in movement situations, properly guide and deepen students' experience at proper teaching nodes. The establishment of the symbiotic relationship means that physical education teaching is not a "carrier" or "tool" of value education, but an independent, irreplaceable form where value education takes place - its educational effect is not supplementary to classroom instruction, but another educational path that classroom instruction cannot reach^[2].

1.3 The Ecological Niche of Public Physical Education Courses in the Educational System of Colleges and Universities

Unique and irreplaceable within the entire educational system from coverage perspective: Public physical education courses are required courses for the vast majority of undergraduates throughout their study at college or university, having much higher audience size as opposed to specialized physical education courses or other electives sports activities which makes it have potential to affect all students; Unique in teaching characteristic perspectives: Main means of public physical education course is physical activity and its basic form is classroom participation, presenting obvious different in teaching form compared to theoretical courses focusing on knowledge instruction. It brings out unique complementing values in educational function: theoretical courses excels in transmission of concepts at cognitive level whereas public physical education courses excel in habit formation at behavioral level and value experience at emotional level^[3].

On the basis of such general picture of the educational system, we understand how the ecological niche of public physical education courses reflects itself via connections with other educational links: The rule awareness, cooperation ability and perseverance that students obtain in physical education

courses can't be limited just inside the physical education classroom - they might transfer into academic life, social interaction or even future professional behavior depending on if physical education teaching guides the value experiences in movement situations transforming them from context dependence towards generalized personality traits. Position of public physical education courses in the educational system of colleges and universities is not core nor marginal - it's a "link-type" course with a unique educational function - linking physical development with spiritual growth, linking classroom experience with life practice -- and this connectivity is an irreplaceable basis for its existence in the educational system.

2. The Typological Classification and Internal Structure of Ideological and Political Elements in Physical Education Courses

2.1 Dimensions of Element Classification Based on the Characteristics of the Discipline of Physical Education

Ideological and political elements should not follow a mechanical classification but based on the basic content of physical education teaching activities. The physical practice is the main means of physical education teaching with many levels of activities such as rule compliance, skill acquisition, competitive confrontation and teamwork carrying out different values education resources. Three basic dimensions can be established: Elements of the rule ethics category refers to the students' cognition and practice of sports rules, competitive fairness, honesty and promise-keeping emphasizing the cultivation of contractual awareness and sense of behavioral boundaries; elements of the character formation category refers to moral qualities at an individual psychological level like volitional qualities, achievement motivation, and resilience against setbacks that are achieved through self-regulating under physical load and competitive pressure; elements of the social interaction category includes social qualities like team belonging, role responsibility, and respect for opponents which achieve the construction and optimization of interpersonal patterns in sports interaction.

Each dimension emphasizes what works together when there is a situation of teaching: Rule compliance and character cultivation intertwines - Complying with rules is an act of self-discipline; Social interaction is based upon rule cognition - Without common understanding of competition rules, teamwork will not take place. The cross-nesting is the intrinsic structural attribute of ideological and political elements within physical education courses, which form an organic whole of value education by supporting each other. Classification framework's function is primarily to provide an operating basis for teaching design and effect evaluation instead of dividing mechanical subdivision on the value connotation of physical education courses^[4].

2.2 The Correspondence between Elements and Sports Items

Technical features of various sports items differ; thus does the focus of carrying ideology and politics according to competition rules and cultural traditions. For ball sports, emphasizing teamwork and offensive-defense confrontation, due to the dense interpersonal interaction, making it has advantages in carrying social interaction elements like team awareness and cooperation ability, and refereeing decisions and rule enforcement provide integration channels for rule ethics elements. Sports dominated physical fitness (such as track and field, swimming) emphasize mainly individual performances: owing to physiological limits in training and tendencies toward self-breakthrough in competitions, these sports are better at carrying character formation elements such as will tempering and self-transcendence. Martial arts and traditional ethnic sports carry unique cultural symbols with carrying capacity in spiritual inheritance which can not be replaced by any other sports.

This correspondence between sports items and elements is not simply a one-to-one correspondence; the same sport will flexibly change its focus in integration at different teaching stages. For instance, in basketball lessons, it can be focused on rule cognition if there are skills instructions, focusing on cultivating teamwork if there are tactics coordination or mobilize the comprehensive integration of various elements (competitive awareness, emotional regulation, respect for opponents), if there are teaching competitions. The depth of teachers' identification and transformation ability towards the intrinsic value resources of sports items decides whether this correspondence is realized. Grasping the correspondence should be differentiated according to teaching objectives and characteristics of student groups but also respecting the ontological characteristics of each sport^[5].

2.3 The Hierarchical and Progressive Nature of Element Integration

Integration between ideology and politics with physical education teaching must be hierarchical and sequential instead of flat and parallel. There will usually be an evolution in students' acceptance of norms, from external cognition (knowing rule requirements), establishing behavioral habits by repetition, to identification at the value level through experience and reflection. We need to fully take into account the teaching process when integrating design, arranging emphasis and depth according to different stages: The basic teaching stage is about rule cognition and build behavioral norms laying down the foundation of order for later integration; the skill improvement stage focuses on cultivating volitional qualities and cooperation ability, increase physical load provides a natural environment for character formation.

This hierarchy might also be expressed by a series of educational goals: Formation of behavioral norms on the surface level is the start of value education; Emotional experience and attitude formation at the middle level connects together behavior and values; Value identification and personality perfection at the deep level is the ultimate orientation of integration. Three levels are logically sequential - without rule cognition we won't understand the value significance of cooperative behavior; Without emotional experience, value identification tends to stay at abstraction cognition which can't become behavioral motivation. When designing integration, we should always be conscious of its progressive nature so that it does not spread out all elements equally at the same stage but arranges them hierarchically and sequentially according to teaching progress and students' developmental levels.

3. Path Design for Integrating Ideological and Political Elements of Physical Education Courses into Public Physical Education Teaching in Colleges and Universities

3.1 Overarching Integration at the Level of Teaching Objectives

The teaching objectives start when we implement the curriculum; it has an overall direction on teaching. Traditional teaching objective for public physical education is centered around acquiring motor skills and developing physical fitness. There were no inclusion or separation of value education objectives from the main objectives with extra clauses. Systematic integration of ideological and political elements implies legitimating the value dimension on the level of teaching objectives, which stand side by side as value objectives, knowledge objectives and skill objectives make up a complete structure of course objectives. In other words: the syllabus of every public physical education course specifies its undertaking about rule awareness, character formation, or social interaction instead of generalization into empty rhetoric like "improving students' comprehensive quality"^[6].

Key for overall integration at the level of teaching objectives: Convert value objectives "from written on paper", into substantive elements "embedded in the teaching process.". Setting up value objectives is operable and assessable—the value objectives of ball sports courses can be expressed as "students can comply with refereeing decisions and form a basic awareness of coordination with teammates in group competitions" instead of some difficult-to-observe expressions like "cultivating students' team spirit". Overall functions of objectives are also reflected through its guidance effect when choosing teaching content and organizing teaching—Designing the whole teaching content after establishing value objectives, arranging activities and evaluating methods all need to echo them so that there will be consistency between the integration of ideological and political elements from objectives to implementation.

3.2 Transformative Integration at the Level of Teaching Content

Integrating at the level of teaching content faces the problem that ideological and political elements are generally expressed through abstract value concepts, whereas physical education teaching has bodily movements and motor skills as its basic content: there is a gap in form between them. To effectively integrate at the level of teaching content, one needs to transform abstract value ideas into concrete teaching materials and learning tasks. We termed this "Pedagogical transformation" of ideological and political elements. Instead of directly implanting value concepts into the gaps of technical instruction, consciously emphasize the value aspect of existing motor skill instruction -- for example, In basketball teaching, when explaining passing techniques, teachers will introduce discussions about coordination and trust; in track and field teaching, when organizing long-distance

running training, teachers will lead students to focus on the relationship between persistence and goal setting--combining the teaching of technical movements with generating value experiences within the same teaching content.

Secondly, it happens when designing teaching activities. There are not only technical movements in the teaching content, but also various practices (classroom tasks) aimed at technical teaching. By carefully designing the activity rules, grouping method and evaluation criteria, we provide opportunities for value education embedded in the structure of teaching content. For example, in relay race activities, by changing the scoring rule with the emphasis will be given to the whole team's performance instead of individuals' speed, students directly feel the value significance of cooperation; in group confrontation exercises, by setting up rotating roles, students can experience the difference of responsibilities between different positions. We need to ensure that the occurrence of value education does not rely on extra explanation from teachers: the structure of teaching content itself has the function of guiding values, and students naturally undergo the process of value experience as they complete their learning tasks.

3.3 Embedded Integration at the Level of the Teaching Process

It is where the teaching goals and teaching contents are realized and it's the most operational level to embed ideology and politics. The basic idea of embedded integration means that we don't insert ideology and politics on some links of the teaching process but permeate all links of teaching initiation, progression and closure. Teachers can have students abide by certain behavioral procedures when they assemble and line up or take/return equipment or tidy venues so as to consolidate their rule awareness in routinized repetitive behavior; during the skill learning segment, teachers can embed the value orientation of persistence and enterprise into the natural process of mastering skills through progressively difficult practice tasks and arranging feedback methods rather than a separate set of character training outside technical instruction.

Deep implications of embedded integration requires teachers can take advantage of value education in any situation of movements. Rule disputes, victories and defeats or interpersonal conflicts will happen anytime during the teaching process—these very events are the best materials for value education whose efficacy is much greater than pre-designed teaching segments. Attending the dynamics outside pre-designed plans, deepen value issues students are experiencing at appropriate teaching moments—which is: after a competition, teachers lead students expressing their feelings on victory and defeat discussing what it means by respecting; when there's a conflict, teachers arrange students reviewing the course of events exploring the boundaries of fairness. The teacher who "enlights" students at key moments determines the depth and effectiveness of embedded integration—he needs accumulated teaching experience and conscious professional identification with the value education function of physical education courses.

Conclusion

Actually, integrating the ideological and political aspects of physical education courses into public physical education teaching in colleges and universities is not extra work but deeply activate and reshape the intrinsic educational function of physical education courses. Based on utilizing the advantages of movement situations and giving play to its educational ecological niche (value logic) which was shown by our study, we proposed a three-dimensional classification suitable to the characteristics of the discipline of physical education and corresponding to sports items (element classification), and put forward a systematic integration scheme at three levels: overarching integration at the level of teaching objectives; transformative integration at the level of teaching content; embedded integration at the level of the teaching process (path design). All these analyses we find out that only if respecting the ontological characteristics of the discipline of physical education will value education have a basis for existence in physical education courses. Value education without ontological characteristics like physical activity, competition situations or movement experience can't exist inside physical education courses. The theoretical framework built in our study needs further test with different types of sports items and colleges and universities at different levels. So many topics worthy of exploration in future studies such as the differentiation of carrying characteristics of different types of sports items and their teaching transformation strategies, construction of evaluation index system for the integration effect, etc., promote value education function of physical education courses from theory to a more mature form of teaching practice. We also need to explore professional competence structure

and development paths of physical education teachers as subjects of integration.

References

- [1] Qin Lili, et al. "Research on the Integration Paths of Public Physical Education Theory Courses and Ideological and Political Education in Colleges and Universities." *Higher Education Journal* 12.14 (2026): 173 - 178.
- [2] Li Yong. "Construction of the System of Ideological and Political Elements in Public Physical Education Courses in Colleges and Universities and Strategies for Teaching Integration." *Sports World* 2 (2025): 119 - 122.
- [3] Wei Wei. "An Exploration of Event-Group-Based Teaching of Ideological and Political Education in Public Physical Education Courses in Colleges and Universities." *Theory and Practice of Education* 44.18 (2024): 42 - 45.
- [4] Zhang Xiaochun, and Cao Xiaolin. "The Theoretical Framework for the Construction of Ideological and Political Education in Public Physical Education Courses in Colleges and Universities in the New Development Stage." *Sports World* 10 (2024): 73 - 75.
- [5] Jiao Chenwang, Wang Jie, and Li Ying. "The Theoretical Connotation, Internal Logic, and Value of the Construction of Ideological and Political Education in Public Physical Education Courses in Colleges and Universities." *Sports Boutique* 42.1 (2023): 10 - 11+16.
- [6] Wang Jiang, Ma Caizhen, and Li Tian. "Goal Generation, Element Construction, and Systematic Innovation of Ideological and Political Education in Public Physical Education Courses in Colleges and Universities." *Sports Research and Education* 38.2 (2023): 47 - 51.