

Exploration of the Excavation and Integration Pathways of Ideological and Political Education Elements in Badminton Courses in Higher Education Institutions

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Abstract: In the context of the current emphasis on holistic cultivation in higher education and the coordinated development of curriculum-based education, physical education courses in universities bear a comprehensive educational mission that transcends mere skill instruction. This study focuses on badminton courses, aiming to systematically excavate their inherent ideological and political education elements and explore scientifically grounded pathways for their integration into teaching. The research begins by theoretically elucidating the inherent educational value of badminton across four dimensions: physical discipline and character building, competitive interaction and ethical development, skill refinement and willpower tempering, and cultural transmission and spiritual cultivation. Subsequently, from the perspective of instructional design, it proposes systematic strategies encompassing value-oriented hierarchical goal-setting, restructuring of content modules, immersive and reflective teaching process design, and a multi-dimensional integrated evaluation system. Finally, it constructs an implementation mechanism for educational efficacy, which includes the transformation of the teacher's role, optimization of classroom ecology, synergy between explicit and implicit education, and institutional-cultural support. This study provides a theoretical reference and practical framework for deepening the reform of badminton teaching in higher education, contributing positively to the organic integration of knowledge transmission, ability cultivation, and value shaping within physical education curricula.

Keywords: badminton course; ideological and political education elements; value dimensions; instructional design; integration pathways; educational efficacy mechanism

Introduction

As an integral component of the higher education system, the function of physical education courses in universities is evolving from the traditional enhancement of physical fitness and skill acquisition toward becoming a comprehensive educational vehicle that promotes students' holistic development and cultivates a sound character. Due to its characteristics of competitiveness, collaboration, cultural richness, and broad accessibility, the badminton course inherently encompasses abundant elements for character education, ethical cultivation, and spiritual refinement. However, current teaching practices often prioritize the instruction and assessment of technical movements, insufficiently exploring the multidimensional educational values embedded in the sport itself. Consequently, there has been a failure to systematically integrate value-shaping objectives throughout the entire teaching process, which has resulted in the underutilization of the course's overall educational potential. Therefore, delving into the intrinsic ideological and political education connotations of the badminton course and exploring scientific pathways for its deep integration with professional technical instruction have become key issues for enhancing both the teaching quality and educational effectiveness of the course. The significance and necessity of this study lie in its aim to place value guidance at the core of course design through theoretical analysis and pathway construction, thereby promoting a paradigm shift in badminton teaching from "skill instruction" to "character cultivation." This effort seeks to provide a concrete disciplinary approach and pedagogical support for physical education courses in higher education to fulfill the fundamental task of fostering virtue and nurturing talent.

1. Theoretical Connotation and Value Dimensions of Ideological and Political Education Elements in Badminton Courses

1.1 Physical Discipline and Character-Building Functions of Badminton

As a structured physical activity, the teaching process of badminton is inherently a subtle form of physical discipline. This discipline transcends mere imitation of movements and repetition of skills. Through precise technical standards, demands for stable kinetic patterning, and systematic allocation of physical energy, it guides participants to develop deep awareness and control over their own bodies. In this process, individuals must continually overcome personal inertia, coordination imbalances, and physical limits, thereby internalizing a behavioral model based on self-discipline and focus. This ordered training at the physical level directly reflects and nourishes the foundation of individual character. Adherence to training discipline, respect for technical norms, and coping with fatigue and challenges-these behaviors gradually solidify through repeated practice into character traits such as resilience, punctuality, concentration, and responsibility. Consequently, the physical practice within badminton courses provides an embodied field for cultivating universal character elements such as integrity, perseverance, and self-management, allowing abstract ethical principles to be verified and reinforced through concrete bodily experiences^[1].

1.2 The Cultivation of Teamwork Spirit and the Formation of Ethical Norms in Competitive Interactions

The doubles and team formats in badminton establish a quintessential collaborative competitive context. Within this context, the spirit of teamwork is not an abstract slogan but a core tactical and technical requirement for gaining competitive advantage. Participants must transcend the scope of individual capability, developing a keen insight into their partner's positioning, intentions, and abilities. This is achieved through timely communication, precise complementary movement, and selfless tactical coordination to maximize team effectiveness. This process naturally fosters social-emotional capacities such as understanding, trust, support, and tolerance. Concurrently, competitive interaction itself constitutes a microcosmic social ethics laboratory. The rules form the foundational framework for interaction, and mutual adherence to these rules is the prerequisite for the competition to exist, thereby cultivating participants' awareness of rule-based order and sense of boundaries. How to handle disputed shots, how to respond to an opponent's errors, and how to evaluate match outcomes-all these situations involve ethical choices concerning fairness, respect, honesty, and sportsmanship. Through competitive interactions that blend structured and improvisational elements, the badminton course enables participants to inherently experience and construct a set of collaborative ethics and interaction norms while navigating real conflicts and cooperative demands.

1.3 The Willpower Attributes and Cognitive Development Embedded in the Skill Refinement Process

The refinement of badminton skills follows a nonlinear, complex path marked by plateaus and bottlenecks. From the generalization stage to the automation stage, learners must engage in extensive deliberate practice, addressing the meticulous honing of technical movements, the cultivation of tactical awareness, and the challenges posed by unstable competitive performance. This protracted process systematically demands the development of the learner's willpower attributes. Confronting recurrent failures and technical stagnation requires resilience and tolerance for setbacks; undertaking targeted training to break through bottlenecks necessitates clear goal orientation and persistent commitment; and coping with pressure and uncertainty during matches calls for calm and decisive psychological regulation. Consequently, the journey of skill refinement is inherently a path of tempering the will.

Simultaneously, high-level badminton activity is far from a mere physical reaction; it involves intricate cognitive processes. Players must rapidly execute situational judgment, pattern recognition, decision-making, and anticipation during fast-paced, ever-changing rallies. This significantly enhances participants' spatiotemporal perception, rapid information processing, and strategic thinking. This dimension of the badminton course deeply integrates physical training with cognitive development and willpower forging, thereby promoting the maturation and optimization of the participants' mental models^[2].

1.4 Aesthetic Experience and the Cultivation of Humanistic Spirit in Sports Culture Transmission

Badminton carries rich connotations of sports culture, constituting a distinctive cultural practice and aesthetic medium in itself. The course imparts not only techniques but also the cultural codes and aesthetic values accumulated within the sport. From a technical perspective, elegant yet efficient stroke actions, exquisite tactical arrangements, and the bodily expression that integrates strength with beauty form the unique visual aesthetics of badminton, which can stimulate participants' aesthetic perception and appreciation. On a cultural level, the historical development of badminton, its competition traditions, and the exemplary stories of star athletes all embody the humanistic spirit of pursuing excellence, challenging limits, and respecting tradition. Through course participation, students are immersed in this cultural domain, experiencing the sense of joy, ritual, and belonging that the sport fosters. This experience helps transcend the utilitarian acquisition of skills, guiding students toward a deeper understanding and passion for the essence of sports, thereby nurturing a sound sports ethos and philosophy of life. It enables students to realize that sports are not merely physical contests but also avenues for cultural transmission, aesthetic expression, and spiritual elevation, ultimately promoting their harmonious development as well-rounded individuals.

2. Instructional Design Strategies for Integrating Ideological and Political Education Elements into Badminton Courses

2.1 Value-Oriented Hierarchical Setting of Badminton Course Objectives

Curriculum objectives serve as both the starting point and the ultimate goal of teaching activities. To organically integrate ideological and political education elements into the badminton course, the primary task is to restructure and layer the traditional objective system centered on skill acquisition. This restructuring must be based on a full recognition of the multidimensional educational value of badminton, forming a three-dimensional objective matrix that progresses from the surface to the core, and from skills to competencies. At the foundational level, the course must clearly define cognitive objectives, which involve guiding students to understand the rules and ethics, tactical wisdom, and sports culture knowledge associated with badminton, thereby laying a rational foundation for their value judgments. At the core operational level, skill-based objectives should transcend the mere mechanical execution of movements, emphasizing the synchronous cultivation of qualities such as focus, perseverance, and precision during the process of skill acquisition and application. The deeper-level objectives target the shaping of emotions, attitudes, and values. They aim to leverage the course experience to foster students' team identity through collaboration, temper their willpower and resilience through challenges, internalize fairness and respect through competition, and enhance their aesthetic appreciation through cultural immersion. This hierarchical structure ensures that value-oriented guidance is not an empty add-on but permeates the entire process from knowledge comprehension and skill operation to character formation, endowing the course teaching with a clear value-oriented nature and holistic integrity.

2.2 Selection and Modular Restructuring of Teaching Content Bearing Ideological and Political Connotations

Teaching content serves as the carrier for ideological and political education elements, and its selection and organization directly determine the effectiveness and naturalness of integration. Traditional badminton teaching content is often linearly arranged according to individual technical items. To integrate ideological and political education elements, it requires a modular restructuring to establish explicit connections between technical points, tactical scenarios, and value connotations. For example, the technical module of "serving and receiving" can be associated with the character-building connotations of "rule awareness" and "integrity and self-discipline," emphasizing the spirit of contractual obligation underlying technical standards. The module of "footwork movement and multi-shot rallies" can be combined with cultivating psychological qualities such as "perseverance and resilience" and "stress and frustration tolerance," highlighting the value of willpower during physical endurance challenges. The module of "doubles coordination and tactical rotation" can systematically incorporate teaching objectives for social competencies such as "communication and collaboration," "sense of responsibility and accountability," and "mutual trust and support"^[3]. In the theoretical instruction component, analysis of classic badminton match cases can be integrated to guide students in discussing issues such as competitive ethics, perspectives on winning and losing, and sportsmanship.

Through this restructuring and linking of content, each technical drill and every teaching match is imbued with explicit educational significance, allowing the ideological and political education elements to dissolve seamlessly into the concrete system of sports knowledge and skills, much like salt dissolving in water.

2.3 Designing Immersive and Reflective Teaching Processes Aligned with the Characteristics of the Sport

The dynamic, competitive, and situationally variable nature of badminton provides a unique field for value experience and internalization. The design of the teaching process should fully leverage these characteristics to construct a closed loop of "experience-reflection-internalization." Immersive experience is the key link. By designing highly structured teaching matches, setting tactical tasks with specific constraints (such as requiring multiple coordinated actions to score), and simulating high-pressure scenarios like critical points, students are placed in authentic situations that demand immediate technical, tactical, and ethical decisions. In this process, the necessity of collaboration, the seriousness of rules, and the value of perseverance are no longer external didactic messages but arise from the genuine demands of the internal context. However, experience alone is insufficient to automatically lead to enhanced value cognition; it must be complemented by structured reflective components. At key teaching junctures, the instructor must act as a facilitator. Through methods such as immediate pauses, post-match analysis, group discussions, and case studies, the instructor guides students to describe, analyze, and evaluate their recent technical choices, collaborative effectiveness, emotional fluctuations, and conflict resolution. This elevates perceptual experience to rational cognition, prompting students to actively construct meaningful connections between personal experience and abstract values, thereby completing the transformation from behavioral experience to value identification.

2.4 Construction of a Multidimensional Integrated Curriculum Evaluation System

The evaluation system serves as the baton guiding teaching orientation. To achieve deep integration of ideological and political education elements, it is essential to break through the singular evaluation paradigm focused solely on technical proficiency and construct a multidimensional integrated evaluation system that combines technical assessment, behavioral observation, cognitive evaluation, and attitude measurement. Within the technical evaluation dimension, while focusing on movement standardization and the reasonableness of tactical application, observations of the concentration, effort level, and willingness to seek improvement demonstrated during practice can be incorporated. The behavioral observation dimension emphasizes students' actual performance during collaborative exercises, teaching matches, and team activities, such as the initiative in communication, reactions to teammates' errors, conscientiousness in rule adherence, and attitudes towards winning and losing. The cognitive evaluation dimension can assess the depth of students' understanding and their capacity for critical thinking regarding issues such as the ethical norms, collaborative values, and cultural spirit embedded in badminton through formats like written reports, group discussion presentations, and short case analysis essays. The attitude measurement dimension can utilize validated scales or reflective journals to track trends in changes in students' attitudes towards responsibility, team identity, and sportsmanship. This multidimensional evaluation not only measures learning outcomes more comprehensively but also, through the evaluation process itself, consistently communicates to students the curriculum's advocated orientation towards compound abilities and comprehensive competencies, thereby forming a powerful closed loop of teaching feedback and motivation^[4].

3. The Implementation Mechanism for the Educational Efficacy of Ideological and Political Education in Badminton Courses

3.1 Reconstruction of the Teacher's Role and Transformation of the Teaching Discourse System

The realization of educational efficacy depends primarily on the teacher's conscious reconstruction of their role from a "skill instructor" to an "educational guide." This requires teachers to transcend the singular function of technical demonstration and develop the insight and design capability to transform specific sports situations into comprehensive educational settings. Their professional knowledge and competence must integrate dimensions such as sports psychology and sports sociology to accurately identify the "teachable moments" within the teaching process that offer opportunities for value

guidance. Correspondingly, the teaching discourse system needs to undergo a coordinated transformation from purely "technical instructions" to one that integrates "value interpretation." During explanations, feedback, and other interactions, the discourse should encompass both the operational logic (how to do) and the behavioral significance (why to do). For instance, when analyzing doubles coordination, tactical positioning and technical synergy can be linked to the requisite social competencies such as mutual observation and anticipatory trust. This expansion of meaning, rooted in the professional context, allows value guidance to be naturally embedded within the skill-learning process, thereby enhancing the acceptability and internalization effectiveness of the educational intent.

3.2 Fostering Classroom Ecology and Stimulating Student Subjectivity

The construction of a positive classroom ecology serves as an indispensable micro-environmental foundation for the internalization of values. Its core lies in creating a structure that maintains a dynamic balance among supportiveness, interactivity, and challenge. Supportiveness manifests as the establishment of a psychologically safe space that permits trial-and-error and reflection, thereby providing an inclusive atmosphere for the exploration of values. Interactivity requires breaking the unidirectional transmission model. Through mechanisms such as group discussions, collaborative tactical design, and peer assessment, a multi-dimensional dialogue network involving teacher-student and student-student interactions is constructed, enabling students to become co-constructors of meaning. Challenge stems from meticulously designed task situations that approach the threshold of students' capabilities-such as complex tactical execution or simulation of critical points-thereby activating deep cognitive engagement and emotional investment^[5]. Within this ecology, student subjectivity is fully respected and mobilized. Their identification with the values advocated by the course, such as collaboration and resilience, is transformed from external discipline into an internal generation based on personal experience and rational judgment, thereby achieving deeper-level and more enduring learning outcomes.

3.3 The Synergistic Model of Explicit Skill Instruction and Implicit Value Transmission

The educational efficacy of the curriculum relies on a transmission model formed by the organic synergy between explicit education and implicit education. At the explicit level, the tangible foundation consists of teachable and assessable components such as sports skills, tactical theory, and competition rules, which serve as the professional carriers of values. The implicit level, however, is diffused throughout the overall atmosphere created by the teaching organization process, teacher-student interaction patterns, evaluation feedback orientation, and the exemplary behavior of the instructor. The key to effective synergy between the two lies in ensuring that implicit value transmission is naturally supported by explicit skill instruction, while simultaneously allowing explicit knowledge acquisition to be consistently immersed in an implicit environment imbued with educational significance. For example, when teaching referee rules (explicit knowledge), the teacher's rigorous adherence to procedural fairness (implicit demonstration) jointly shapes students' awareness of rules. Following a teaching match (explicit activity), debriefing the team communication and decision-making process (implicit guidance) can elevate the competitive experience into a comprehensive learning event. This model avoids the mechanical indoctrination of value education, promoting its integration throughout the entire teaching process as seamlessly as salt dissolves in water.

3.4 Institutional Safeguards and the Supporting Role of Campus Sports Culture Atmosphere

The sustainability and scalability of educational efficacy require meso-and macro-level systemic support that extends beyond classroom instruction. At the institutional level, it is necessary to systematically integrate the ideological and political education objectives of the course into the curriculum syllabus, teaching plans, and quality assessment criteria, thereby making them an inherent, normative component of the course design. Complementary support for teachers' professional development-such as specialized pedagogical training, interdisciplinary teaching case studies, and incentives for teaching research-provides the crucial capacity-building underpinning for the transformation of the teacher's role. At the broader campus level, a rich sports culture atmosphere constitutes the contextual foundation for course implementation. Regular badminton competitions, lectures on sportsmanship themes, club activities, and the dissemination of sporting values through campus media collectively foster a sports culture environment that values striving, respects rules, and emphasizes collaboration^[6]. When the value guidance within the classroom resonates with the overarching campus cultural atmosphere, the concepts conveyed by the course can extend and solidify

from specific teaching contexts into students' broader behavioral patterns and value choices, thereby achieving the long-term consolidation and expansion of the educational impact.

Conclusion

This study systematically explores the theoretical excavation, integration strategies, and implementation mechanisms of ideological and political education elements within badminton courses in higher education, constructing a comprehensive logical framework that progresses from value cognition to teaching practice and further to efficacy assurance. The research elucidates that the value of badminton courses lies not only in their nature as physical activities but, more importantly, in their role as an integrated educational field encompassing character tempering, ethical practice, cognitive development, and cultural immersion. Through strategies such as hierarchical goal setting, modular content restructuring, immersive and reflective teaching processes, and multidimensional integrated evaluation, these value elements can be organically-rather than mechanically-embedded into the fabric of the course. The actual realization of educational efficacy ultimately relies on the teacher's educational awareness and discourse transformation, a classroom ecology that supports student subjectivity construction, the synergistic transmission of explicit skills and implicit values, as well as the coordinated support of institutional norms and campus culture. In the future, related research and practice can further focus on the reception mechanisms among different student groups, the development of more refined teaching cases, and the empirical evaluation of educational effects based on long-term tracking. This will continuously enrich and improve the theoretical system and practical models for integrating ideological and political education into physical education courses, promoting their deeper and more comprehensive development.

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