

Research on the Ideological and Political Design and Implementation Path of Physical Education Courses in Colleges and Universities under the Background of the Construction of "Four New" Majors

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Abstract: This article takes the design and implementation of college physical education courses under the background of the "four new" construction as the perspective, is oriented towards the talent needs of new technologies, new business forms, new models, and new industries, and takes the education paradigm of "learning-centered" as the concept to construct a new model of ideological and political design and implementation of physical education courses in colleges and universities, and systematically proposes the mechanism system for the ideological and political design and implementation of physical education courses in colleges and universities. By using methods such as literature review and dialectical reasoning, it conducts a systematic study on the key teaching problems existing in the construction process of ideological and political demonstration courses for physical education courses. The research holds that there are problems in the construction of ideological and political demonstration courses for physical education courses in aspects such as the evaluation of curriculum goal attainment, the support of ideological and political resources for courses, the embedded integration of teaching models, and the adaptation and innovation of teaching methods. Comprehensively promoting the construction of ideological and political courses is to guide values into knowledge imparting and ability cultivation, and help students shape correct worldviews, outlooks on life, and values. The implementation of ideological and political education in physical education courses helps students achieve comprehensive development in addition to improving physical skills, so as to better adapt to social development. When implementing ideological and political education in physical education courses, it is necessary to highlight the characteristics of the courses, integrate ideological and political elements, clarify the design of teaching elements, optimize the combination of teaching models, and make good use of the evaluation of teaching effects.

Keywords: Construction of "Four New" Majors; Ideological and Political Education in Physical Education Courses; Education Mode.

1. Introduction

To fulfill the fundamental task of strengthening moral education and cultivating people, value shaping, knowledge imparting, and ability cultivation must be integrated. Comprehensively promoting the ideological and political construction of courses means incorporating value guidance into knowledge imparting and ability cultivation to help students shape correct worldviews, outlooks on life, and values. Physical education courses are an important part of the higher education teaching system and an important starting point for colleges and universities to fulfill the fundamental task of strengthening moral education and cultivating people. Demonstration courses of ideological and political education in physical education courses are a comprehensive collection of coordinated advantageous resources, condensed element points, innovative teaching models, and achievement displays. They play a crucial exemplary and leading role in the ideological and political construction of different types of physical education courses. At present, there are few targeted studies on the construction of demonstration courses of ideological and political education in physical education courses in the field of physical education curriculum and teaching. Existing

achievements mainly focus on researching ideological and political education in physical education courses by reducing it to independent elements, such as exploring ideological and political resources, elements, teachers' abilities, and teaching models. At the same time, in May 2021, among the list of 699 demonstration projects of ideological and political education in courses announced by the Ministry of Education, there were only seven in physical education, reflecting that the quality and effectiveness of ideological and political construction in physical education courses still need to be improved. Currently, selecting representative courses from different types of courses such as public physical education, physical education majors, and physical education practice, and creating a batch of excellent and high-quality typical demonstration courses of ideological and political education in physical education can not only achieve the purpose of establishing a benchmark image of ideological and political education in physical education courses, fully displaying construction achievements and playing an exemplary and leading role, but also help share and introduce the advanced ideological and political construction experience of many excellent teaching masters, teaching and research teams, and course alliances. This provides practical models that can be referred to for the ideological and political construction of

different types and course models of physical education courses, and then resolves problems such as unbalanced evaluation of goal achievement and insufficient resource support effectiveness in the process of ideological and political construction of physical education courses.

2. Research Method

2.1. Document Analysis

According to the needs of paper writing, through databases such as the library, China National Knowledge Infrastructure (CNKI), and Wanfang Data, with keywords such as "physical education", "ideological and political education in courses", and "ideological and political elements", the literature is classified and sorted to understand the current status of relevant research and provide literature support for the paper.

2.2. Interview Method

The author visits universities on the spot to understand the current situation of university physical education development and the infiltration of ideological and political elements in physical education courses. The interviewees are teachers and relevant departments (student affairs department, academic affairs office, Communist Youth League committee), providing objective data for subsequent relevant research. To understand the educational path of the infiltration of ideological and political elements in university physical education development and physical education courses, obtain first-hand information, and put forward relevant improvement strategies.

3. Research Results and Analysis

3.1. Psychology Characteristics of Physical Education Courses.

3.1.1. Focus on Physical Training

The biggest feature of physical education courses is the emphasis on physical training, which helps students comprehensively improve their physical fitness, muscle strength and reaction abilities. Physical fitness includes endurance, strength, speed, flexibility, balance, coordination, etc. Through physical training, students can improve cardiopulmonary function and muscular endurance to stay energetic in daily life. At the same time, students can also enhance their muscle strength and bone density through strength training to prevent diseases such as osteoporosis. Common strength training includes weightlifting, pull-ups, sit-ups, etc. In addition, students can also improve their reaction speed and explosive power through speed training such as sprinting, long jump, and high jump, and improve their ability to adapt and respond in emergency situations.

3.1.2. Based on Practical Experience

The second characteristic of physical education courses is the emphasis on learning methods based on practical experience. Students constantly think and explore in sports activities and practices, form a deep understanding and experience of knowledge and skills, and gradually master various sports skills. This process has a good exercise effect on students' bodies and brains, and can bring pleasure and sense of accomplishment to students. In the study of physical education courses, students also need to formulate various plans and carry out various organizational activities, such as formulating training plans, competition strategies, etc. This requires students to constantly think and improve in

practice, so as to exercise their thinking methods and Thinking ability, improve one's innovation ability and practical ability.

3.1.3. Teamwork is Key

The tasks set in physical education courses usually require multiple people to complete them together. This feature helps cultivate students' teamwork concepts, team spirit, and communication and coordination skills. In sports courses, students need to clarify the goals and tasks of their teams and formulate effective team tactics and playing styles. In the process of cooperation, students gradually realize that the overall interests and goals of the team are more important than individual interests and goals. In physical education courses, it is easier for students to understand and carry forward the collectivist spirit that unity is strength, and to help each other, encourage each other, and cooperate with each other. At the same time, in cooperation, by resolving conflicts and differences of opinions, students can exercise and improve their social skills and coordination abilities such as communicating with others, coordinating with teammates, and getting along with opponents.

3.1.4. Guaranteed by Rules and Disciplines

Physical education courses are characterized by specific rules and disciplines, and students must complete designated tasks in accordance with unified rules and disciplines. This feature helps guide students to form awareness and habits of obeying laws and strictly observing discipline. First of all, students are not allowed to engage in inappropriate behavior such as cheating, fouling, or maliciously injuring opponents in sports competitions. This requires students to develop self-restraint and self-discipline, and always pay attention to whether their actions and words comply with norms and moral requirements. Secondly, students must comply with training requirements during physical education courses and daily training. Repeated monotonous training for many times is a double test of students' ability and will. Students must overcome their own inertia and impulse, maintain a clear mind and a calm attitude, and achieve growth by adapting to rules and obeying discipline.

3.2. Ideological and Political Characteristics of the Practical Teaching Courses of Sports Majors

3.2.1. Compatibility

Compatibility refers to the characteristic that ideological and political education in courses and knowledge of various disciplines naturally blend with each other. Practical teaching courses for physical education majors are no exception. Ideological and political teaching in practical teaching courses for physical education majors is not equivalent to a simple superposition of physical education practice and ideological and political education. Nor does it exist in the form of two skins. Adding forced preaching in the practical link will make practical teaching dull. Empty general principles will not make students truly agree. To find the "point" where ideological and political education and practical teaching courses for physical education majors naturally blend. Some scholars also call this "point" ideological and political elements. In practice, we should embed morality in courses and make full use of the characteristic of the natural integration of ideological and political education and practical teaching for physical education majors. Dig out ideological and political highlights.

It is not conspicuous. Instead, in the form of "sneaking into the night with the wind, moistening things silently", the two are naturally integrated.

3.2.2. Humanity

The characteristic that is easily overlooked in practical teaching courses for physical education majors is humanism. Compared with the humanism of theoretical courses, the humanism of practical teaching courses has a certain degree of concealment, but this is an aspect that cannot be diluted in the implementation of ideological and political education in courses. Humanism refers to the humanistic spirit. Practical teaching for physical education majors should not only enable students to achieve self-growth but also stimulate students' creativity and vitality. Humanism belongs to the advanced and core part of human culture, that is, advanced values and their norms. For a long time, practical teaching for physical education majors has focused more on instrumentality. However, General Secretary Xi Jinping has repeatedly emphasized that strengthening moral education and cultivating people is the fundamental task of education. The humanistic spirit contained in this concept requires all courses to carry the function of educating people. Therefore, practical teaching courses for physical education majors should attach importance to the characteristic of humanism.

3.2.3. Leadership

The leading nature refers to the characteristic that ideological and political education in courses can guide students' life values, especially the core socialist values. Compared with theoretical courses, the leadership of practical teaching in physical education majors is more complex. Contemporary society presents the characteristics of diversified values, and students' channels for obtaining information are open, enabling students majoring in physical education to obtain more extensive information. Thus, the leading nature of ideological and political education in practical teaching courses for physical education majors is even more important. The ideological and political education of theoretical courses for physical education majors requires the unity of "knowledge" and "value guidance". Practical teaching emphasizes the application of knowledge, that is, the cultivation of abilities. Then, the value guidance of practical teaching for physical education majors should be the deep integration of "knowledge + ability + values".

3.3. Problems Existing in the Ideological and Political Construction of Physical Education Courses

3.3.1. Insufficient Grasp of the Nature and Characteristics of the Course Prevents the Course Objectives from Effectively Supporting the Ideological and Political Construction Requirements of the Course

Curriculum objectives are the key criteria for guiding the construction of curriculum systems. Accurately grasping the nature and characteristics of different types of physical education courses is helpful for setting the curriculum objectives of various types scientifically and reasonably. However, from the actual construction situation, teachers and teaching teams are often prone to ignoring the differences in curriculum nature and characteristics of different types of physical education courses, resulting in inaccurate grasp of the objective settings and training requirements of public physical education and physical education major courses,

physical education theory and physical education practice courses, etc., which further affects teachers' excavation and condensation of ideological and political elements based on specific curriculum content, making it difficult for curriculum objectives to support the construction requirements of ideological and political demonstration courses for physical education courses. Curriculum objectives that are too high or too low and have no distinction are the true manifestations of inaccurate grasp of the nature and characteristics of different types of physical education courses. At present, public physical education courses are for all students on campus. The course difficulty is relatively low. The sports knowledge and skills taught enable students to understand and master them more easily. The setting of curriculum objectives should be relatively simple and simplified. The focus is on strengthening students' health awareness and cultivating the habit of physical exercise through daily physical education learning and physical fitness monitoring. However, some teachers indiscriminately adopt the same curriculum objectives as physical education major courses and try to cultivate students' sports spirits such as tenacious struggle and surpassing themselves in high-intensity sports training. Not only can it not produce an adaptive effect with public physical education course content and teaching methods, but also because the curriculum objectives are too grand and deviate from the actual nature and characteristics of the courses. Physical education major courses include different majors such as physical education, sports training, and sports medicine, and involve multiple course types such as general physical education knowledge, physical education theory, and physical education practice. The construction situation of ideological and political demonstration courses for this type of courses is more complex and the construction tasks are more arduous. If teachers cannot reasonably grasp the nature and characteristics of each professional course and set curriculum objectives in combination with the characteristics of various course types, it will be difficult to support the ideological and political construction requirements of physical education courses and highlight the characteristics and advantages of demonstration courses.

3.3.2. The Single Method of Mining and Developing Ideological and Political Resources in Courses Has Led to the Slow Construction of Ideological and Political Resource Databases for Sports Courses.

The ideological and political resource database of physical education courses integrates a variety of teaching resources and is an important infrastructure for storing, managing, and retrieving teaching resources to support the smooth development of teaching activities. At present, the ideological and political resource database of physical education courses is playing an increasingly prominent role in supporting the practical teaching of ideological and political education in courses. On the contrary, there are relatively few theoretical and practical achievements on the construction of the ideological and political resource database of physical education courses. Different types of ideological and political resources and achievements such as case studies, stories, and cultures are in a scattered and idle state. Due to the relatively single way of resource excavation and expansion, there are fewer resources that can truly meet the construction needs of ideological and political demonstration courses for physical education courses and the quality is low, which seriously hinders the construction process of the ideological and political resource database of physical education courses.

The single method of resource excavation leads to a relatively small stock in the construction of the ideological and political resource database of physical education courses. Relatively small stock means that there is a lack of existing, mature resources in the ideological and political case database of physical education courses that can be used for people's reference and learning. New resources are urgently needed to supplement and expand the volume of the resource database. In physical education teaching, due to the differences in the professional qualities of physical education teachers themselves, they lack mastery of resource excavation methods such as curriculum grinding, teaching design, and teaching and research optimization related to the construction of ideological and political education in courses. It is difficult to select and design resources for different course types and teaching links. Therefore, in teaching, more didactic ideological and political education models are adopted. Although attention is paid to influencing and resonating with the spiritual world of students, the ideological and political resources such as cases, stories, and deeds used are more of "borrowingism" and have a weak connection with the course content. The resource usage is not targeted, resulting in the defocusing phenomenon in the ideological and political teaching process of physical education courses.

3.3.3. The Supply Level of Ideological and Political Content in Physical Education Courses is Low, Which Prevents the Ideological and Political Teaching Model of Physical Education Courses from Being Effectively Embedded in Teaching Practice

Constructing a diversified, hierarchical, and mutually supportive ideological and political content system for physical education courses is an important driving force for generating high-quality ideological and political construction achievements in physical education courses. As high-quality ideological and political construction achievements, ideological and political demonstration courses for physical education majors cannot be separated from the support of a multi-level ideological and political content system for physical education courses. However, from the construction achievement materials collected by the research team, there is a practical problem of a low-level supply of ideological and political content in physical education courses in ideological and political teaching practice. On the one hand, it is manifested as insufficient systematic grasp of the specific course content structure by physical education teachers, and failure to clearly recognize the hierarchy and progression of ideological and political content in physical education courses, thus resulting in the inability of the supply of ideological and political content in physical education courses to meet students' learning needs. On the other hand, it is reflected in the poor quality of the existing ideological and political content in physical education courses, affecting the supply level. At present, teaching means such as reference, transfer, and simplification are the main ways to enrich the ideological and political content of physical education courses. However, in this process, due to the fact that physical education teachers are divorced from the dialectical understanding and rational consideration of the specific course characteristics and teaching activities, the obtained ideological and political content of physical education courses is of poor quality, making it difficult to effectively support ideological and political teaching activities in physical education courses.

The ideological and political teaching mode of physical

education courses is a systematic condensation of the relationship and function of the overall ideological and political teaching activities of physical education courses and various elements. Constrained by the practical problem of a low-level supply of ideological and political content in physical education courses, the effectiveness of physical education teaching activities carried out around ideological and political content is not high, resulting in the lack of scientificity and representativeness of the ideological and political teaching mode of physical education courses formed accordingly, making it difficult to be applied and promoted in ideological and political teaching practices of the same category of physical education courses. In the process of promoting ideological and political demonstration courses for physical education majors, how to optimize the supply level of ideological and political content in physical education courses, form a typical ideological and political teaching mode for physical education courses, effectively embed it in physical education teaching practice, and improve the construction quality of ideological and political demonstration courses for physical education majors requires the main bodies of ideological and political construction of physical education courses to pay attention and propose countermeasures.

3.4. Improvement Paths for Ideological and Political Construction Issues in Physical Education Courses

3.4.1. Optimize the Ideological and Political Construction Goals of the Course and Fully Integrate Ideological and Political Elements into the Knowledge, Abilities and Qualities Covered in the Assessment

Ideological and political elements are the key link in the construction of ideological and political demonstration courses for physical education majors. They determine the degree and quality of strengthening students' ideals and beliefs, shaping moral qualities, and cultivating sports spirits in physical education courses. This is reflected in whether the ideological and political elements extracted from various sports events are accurate and can match the teaching content. To reasonably integrate ideological and political elements, we should adhere to the ideological and political concept of "selecting the best from the best" and be based on the movement characteristics and course nature of the sports event itself to achieve three-dimensional integration. To effectively evaluate the degree of achievement of curriculum objectives, it is necessary to take the support of elements for curriculum objectives as the premise, establish the corresponding relationship between curriculum objective index points and ideological and political elements, and optimize the ideological and political construction objectives of physical education courses by evaluating the integration effect of ideological and political elements. By integrating ideological and political elements into the whole teaching process including knowledge, ability, and quality covered by process assessment and result assessment, a comprehensive and three-dimensional evaluation of ideological and political elements can be achieved. Teachers can observe students' learning effects in various learning stages and learning contents, and finally achieve the purpose of optimizing the ideological and political construction objectives of physical education courses. This requires teachers to have a grasp and understanding of the natures and characteristics of different types of courses such as public physical education courses,

physical education major courses, and physical education practice courses. They should be able to reorganize and arrange knowledge points according to the inherent teaching content of various courses to make them adapt to the progressiveness and hierarchy of ideological and political elements in educating people, thus playing the role of ideological and political elements in supporting curriculum objectives.

3.4.2. Dig into the Ideological and Political Elements of Courses for Different Course Types and Optimize the Supply of Ideological and Political Content in Courses

High-quality ideological and political supply content is a necessary condition for improving the quality and efficiency of ideological and political construction in physical education courses. The content supply of ideological and political demonstration courses for physical education majors should not only highlight the disciplinary advantages of ideological and political education for students, but also reflect the practical characteristics of scientificity, leading nature, and innovation in the excavation of ideological and political elements. The curriculum carriers and teaching approaches for ideological and political construction in physical education courses are extensive, and the excavation of ideological and political elements also has multiple perspectives and forms. Comprehensively analyzing the characteristics and requirements of ideological and political construction of different physical education course types, accurately docking the nature and requirements of curriculum positioning and talent cultivation of different course types, and combining the teaching needs of ideological and political element excavation, grasping the ideological and political teaching links, highlighting the universality of ideological and political elements in public physical education courses, paying attention to the situational nature of ideological and political elements in physical education theory courses, and emphasizing the intensiveness of ideological and political elements in physical education practice courses in the process of excavating ideological and political elements of different course types will resolve the problem of insufficient resource support for ideological and political demonstration courses for physical education majors and thus optimize the content supply of ideological and political education.

Compared with physical education major courses, public physical education courses face students from different departments, majors, and with different educational experiences. The excavation of ideological and political elements in these courses should be combined with the universal curriculum teaching requirements, and elements should be excavated and collected in a timely manner during the popularization and practice of basic physical knowledge and skills. For example, in basketball teaching in public physical education courses, physical education teachers should combine the popularization and learning of basic basketball technical and tactical knowledge (running, jumping, shooting, passing, receiving, cutting, and blocking), the process of training and competition with the ideological and political purpose of cultivating students' concept of "health first" and developing the habit of perseverance and lifelong physical exercise, and condense and design classic teaching cases. The teaching field of physical education theory courses is relatively fixed. The teaching scene is mainly constructed through the teacher's language explanation and command, thereby triggering students'

spiritual resonance and identification. Therefore, attention should be paid to excavating ideological and political elements that are visible, perceptible, and renderable, so that students can deeply recognize in the preset situation the sense of responsibility and commitment between learning physical education theory and cultivating physical education talents, promoting disciplinary development, and building a powerful country in sports. At the same time, focus on the intensiveness of ideological and political elements in physical education practice courses. Physical education practice courses have prominent embodiment. The ideological and political teaching of these courses emphasizes cultivating the spirit through diverse physical exercises and practical activities. In the process of excavating ideological and political elements, attention should be focused on teaching links such as training, competition, and games, and ideological and political elements that can encourage students to actively engage in skill practice and training competitions should be selected, such as the examples of sports stars, deeds of winning glory for the country, and feats of turning the tables against the wind.

3.4.3. Promote the Case Teaching Method and Guide Teachers to Innovate the Ideological and Political Teaching Model of Courses Based on Cases

Case teaching is an open and interactive new teaching method, which is a practical activity based on real cases acting on teaching. Conducting case teaching combined with specific ideological and political content of courses not only helps to share the theoretical knowledge generated in the ideological and political teaching practice of physical education courses, but also can conduct practical tests on the ideological and political teaching mode of physical education courses thus formed, so as to reflect on and improve deficiencies. In this process, physical education teachers should play their role as leaders, break through the limitations of existing ideological and political teaching modes, iterate their own teaching cognitive structure, and explore new knowledge and new modes of ideological and political teaching of physical education courses, so as to promote cases to truly serve the construction of ideological and political demonstration courses for physical education majors in teaching practice. Physical education teachers should choose case topics that fit the course teaching content. Choosing case topics that fit the ideological and political teaching content of courses can enhance the persuasiveness and novelty of the teaching content and better meet students' needs for deep learning. For example, when teaching the content of "Chapter Five, Sports Culture", choosing Chinese sports spirit as the case topic can help students deeply understand the connotation, carrier, and function of sports culture through the origin, development, and role it plays in various fields. As an important means to serve teaching, cases have the practical effect of understanding by analogy and drawing inferences from one instance. Making good use of case teaching can make physical education teachers handier when teaching the key and difficult points of course content, and then respond to and solve classroom teaching problems in a timely manner. The case content should focus on the course characteristics. The case content reflects the knowledge points and value orientation of the course teaching content. Teaching cases with promotional significance must be teaching achievements with clear course value orientation and rich course knowledge content, and these can become the constituent elements of innovating the ideological and political teaching mode of physical education courses. In addition, ideological and

political demonstration courses for physical education majors are the ideological and political construction achievements of physical education courses that highlight course attributes and teaching characteristics. Their own construction practices and teaching experiences, after being processed by teachers for teaching purposes, are highly condensed into the ideological and political teaching mode of physical education courses, which can be used as construction cases for reference and promotion by other brother colleges and universities.

4. Conclusion

The design and implementation of ideological and political education in physical education courses under the background of the construction of "four new" majors is a complex and important task. Only by fully realizing its importance, paying attention to the combination of theory and practice, and closely integrating discipline teaching can ideological and political education in courses play a greater role in the construction of "four new" majors, cultivate more outstanding applied talents, and make positive contributions to social development. In future work, further research and exploration are needed to continuously improve and perfect the design and implementation of ideological and political education in courses to adapt to the development of the times and the reform of higher education.

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