

The Ideological and Political Teaching of School Physical Education Courses under the Background of Big Ideological and Political

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Abstract: The implementation and implementation of political assessments in physical education courses provide teachers with detailed formative feedback and targeted political education development guidance, help teachers accurately grasp students' ideological and political development trends, and help teachers build the real effect of the teaching objectives, ideas, content and methods of timely revision, so that teachers can obtain educational wisdom that can promote the effectiveness of values education. The aim of this paper is to explore the ideological and political context of teaching physical education in schools. It explores the possibility of integrating the ideology and politics of the curriculum into teaching in higher education. A questionnaire was developed on the perception and implementation of political integration in the teaching of education at the University of M. The respondents were teachers. The paper presents data obtained through interviews and questionnaires based on the situation of the integration of ideology and politics in physical education in higher education. After preliminary classification, the findings indicate the need to integrate political education into university physical education.

1. Introduction

Political education has been regarded as the top priority of school education. To cultivate talent with all-round development, moral education and physical education are indispensable assessment standards [1-2]. University is an important period for students' development, the formation of students' ideological and moral consciousness is at a critical stage, and their ideological and

political education is particularly important [3]. At the stage when colleges and universities implement curriculum ideology and politics in full swing, higher sports colleges, as an important part of colleges and universities, are also actively promoting the development and implementation, and bodybuilding operation is a course for students. How to use aerobics in aerobics, the development of education in teaching, is one of the pressing problems in sports schools [4-5].

In order to improve the teaching effectiveness of the integration of sports ideology and politics in universities, some scholars have proposed a model to evaluate the teaching effect of the integration of sports ideology and politics teaching based on the main content. The evaluation indicators such as teaching content, planning and organization of activities, sports teams, etc. were given. The experiments showed that the average linear correlation coefficient of the model was 97.3% and the rank correlation coefficient was 96.7%, which was more than other methods, and the teaching effect of the combination of different effects of professional physical education teaching was proved [6]. Some scholars have analyzed the problems faced by education according to the actual situation of physical education and proposed corresponding solutions. This way, the effective way of sports school students was explored and a new perspective was established. Making full use of the political advantages of universities, improving the political quality of students, attaching importance to the educational function of vocational education, and expanding the mode of ideological and political education, carrying out rich cultural and practical activities, and constantly optimizing the educational environment of sports college students [7]. Therefore, it is essential to study education in school physical education courses in the context of the general background.

Innovation Point: "Ideology and Politics" is a brand new research topic, and its research mechanism and academic space have been explored by scholars. At present, academic research on "curriculum, ideology and politics" is mainly theoretical and macroscopic. In terms of content, scholars are more concerned with the necessity, feasibility, value, and problems of the construction of curriculum ideology and policies, as well as the construction of curriculum ideology and policies. There are many studies on the relationship between the subject of ideology and politics and the co-teaching of 'curriculum ideology and politics'. However, few studies have focused on an in-depth study of the content of 'ideology and curriculum politics' and their links to physical education.

2. Research on the Ideological and Political Teaching of School Physical Education Courses under the Background

2.1. The Advantages of Integrating Sports

(1) Physical courses are more practical and can make the four weeks of the classroom more specific.

Compared with traditional courses, physical education courses require students to carry out practical activities in real life, learn to correct their behavior in practice [8-9]. Moreover, the teaching mode of physical education courses is dynamic, and the teaching activities are basically completed in dynamic time and space. Compared with other courses, physical education can more accurately reflect students' disciplinary organization, ideological, and moral level, and can provide a broader scope and political education and create better conditions. Furthermore, physical education is more collectivized [10]. Many sports activities are collectively organized and participated in. Through the scientific design of such collective activities, students can fully mobilize the enthusiasm of their thoughts, thereby promoting exchanges between students and establishing a broader ideological collision for the penetration [11-12].

(2) The forms of physical education are more abundant and diverse, which can make classroom ideology and politics more infectious to students

The school's physical education curriculum includes physical education, after-school exercises, after-school games, sports competitions, and other classroom methods, as well as various sports. Teachers can adjust their teaching methods more flexibly and freely according to different ideological and political content or students' personality characteristics, seize every link, and enrich their teaching content to penetrate education, so that each student can meet One's own teaching is immersed in a better teaching environment, to better improve the efficiency [13]. Moreover, the unique professional charm of physical education teachers using reasonable teaching methods can easily establish the teacher's personality charm, thereby attracting students' attention to the content taught in the classroom, and making classroom ideology and politics more infectious to students.

2.2. Implementation Path

(1) Colleges should do a good job of coordinating the ideological and political implementation of courses

Based on the specific teaching situation of the school, colleges should clearly divide the responsibilities of each person in the school, make careful arrangements, and strictly control each link. The communication of higher-level policy documents cannot be answered verbally in a high-profile manner, but the implementation is careless. To improve the refined implementation of higher-level policy, documents, build corresponding systems and put forward targeted requirements according to the specific conditions of schools. Strictly standardize the teaching requirements of teachers, integrate the ideology and politics of physical education courses into the teaching requirements, formulate relevant systems and methods, innovate teaching models, organize and carry out ideological and political training activities related to physical education courses, strengthen teachers' ideological and political awareness, and focus on physical education classrooms. Sports practice activities to achieve the effective integration of curriculum and political education.

(2) Improve teachers' awareness of the courses

In the process of ideological and political development of courses, teachers should not only focus on short- and medium-term teaching goals, and should not be one-sided in their thinking. They should comprehensively and coordinately cultivate their abilities and improve students' sports skills. Students must not only learn and master skills, but also learn to use them and be able to educate others and apply what they have learned. The core essence of the development of sports in schools is to promote the improvement of the sports skills of students as the main body of sports participation. The quality of sports skills mastered by students is one of the core and basis for measuring physical education. The level of individual sports skills can judge the strength of students' physical ability, but in the new era, the sports skills displayed by individuals cannot replace all. learning skills, mastering skills, and proficiency in applying skills are important requirements for schools in the new era for students to learn sports. Teachers' teaching of motor skills should not only be kept in form, but should allow students to continuously practice and summarize the skills they have learned, to achieve familiarity.

(3) Correcting students' cognition

Students' perception of ideological and political education is the basis for improving their ideological and political values. Positive perceptions of ideological and political education can lead to the development of students' ideological and political education in a good direction, while negative perceptions hinder students' ideological development. Teachers should highlight the importance of students in their teaching life, let students understand the role that education plays in their own growth, and cite excellent deeds and watch multimedia in teaching to subtly improve students' thinking. Awareness of Political Education. Parents should not only focus on students'

professional and academic performance and make the current education move towards the road of exam-oriented education again. The inner development of students is the key to the growth of talent, and more attention should be paid to the cultivation of students' ideological level. In order to raise students' awareness of the ideological and political education of sports, schools should strengthen the propaganda of the ideological and political education of sports subjects and organise more relevant sports activities, so that students can personally participate in sports activities, improve their understanding and raise their ideological level in practice. This will enable students' ideological and political values to develop in a good direction and improve their ideological.

3. Investigation and Research on Ideological and Political Teaching of School Physical Education Courses under the Background of Big Ideological and Political

3.1. Research Methods

This paper takes the ideological and political dilemmas and paths of public courses in M Normal University as the research object. Select public physical education teachers, students, and experts as the survey objects. Among them, the teachers and students of public physical education are from M Normal University, and the experts are from many domestic universities.

In order to understand the dilemma in the ideological and political implementation of public physical education courses in M Normal University, this study developed a teacher questionnaire and a student rating scale. According to the basic theoretical knowledge of pedagogy, four dimensions are divided into four dimensions: theoretical cognition, professional quality development, construction system and teaching implementation evaluation of the concept in sports.

3.2 Data Collection

Teachers' questionnaires are distributed offline, filled out, and collected on site. After the questionnaire and scoring table passed the reliability test, the test-retest data were directly used for data analysis. The recovery rate and effective rate were both 100%. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad (2)$$

Among them, s is the sample standard deviation. Equation (2) is the dual population test.

4. Analysis and Research on the Ideological and Political Teaching of School Physical Education Courses under the Background of Big Ideological and Political

4.1. Effectiveness Analysis

As shown in Table 1, in a survey on the impact of implementing an ideological curriculum in PE, 4% of PE teachers felt that it was not necessary and that it was just a formality. 8% and 32% of teachers felt that it was difficult to implement ideological and political education in the subject. Due to the different conditions, 20% of PE teachers chose "aversion to the form and poor expected results" and 24% of PE teachers thought that it was difficult to find a combination between politics

and policy in the PE curriculum and curriculum thinking. 12% of PE teachers thought that too much emphasis on ideology and politics would affect the effectiveness of the subject, as shown in Figure 1, which indicates that the current implementation of ideology and politics in PE classes is not ideal. The effectiveness of implementing ideological and political lessons in PE lessons is not generally agreed by teachers. There are still many difficulties in building ideology and politics in PE subjects. This requires schools, education, and other departments to work together to solve the difficulties and pain points, and to seek repeatable and replicable models of experience for the construction of the PE subject.

Table 1. Physical education teacher survey on the effect of curriculum, ideological and political implementation in physical education (n=25)

Category	Percentage (%)	Number of people
no use, take the form	4	1
Difficult to implement due to various conditions	32	8
Students resent poor expectations	20	5
It is difficult to find the combination of physical education courses and courses ideological and political	24	6
Very good, can achieve the goal of Lide Shuren	8	2
Ideological and political education excessively affects the teaching of this subject	12	3

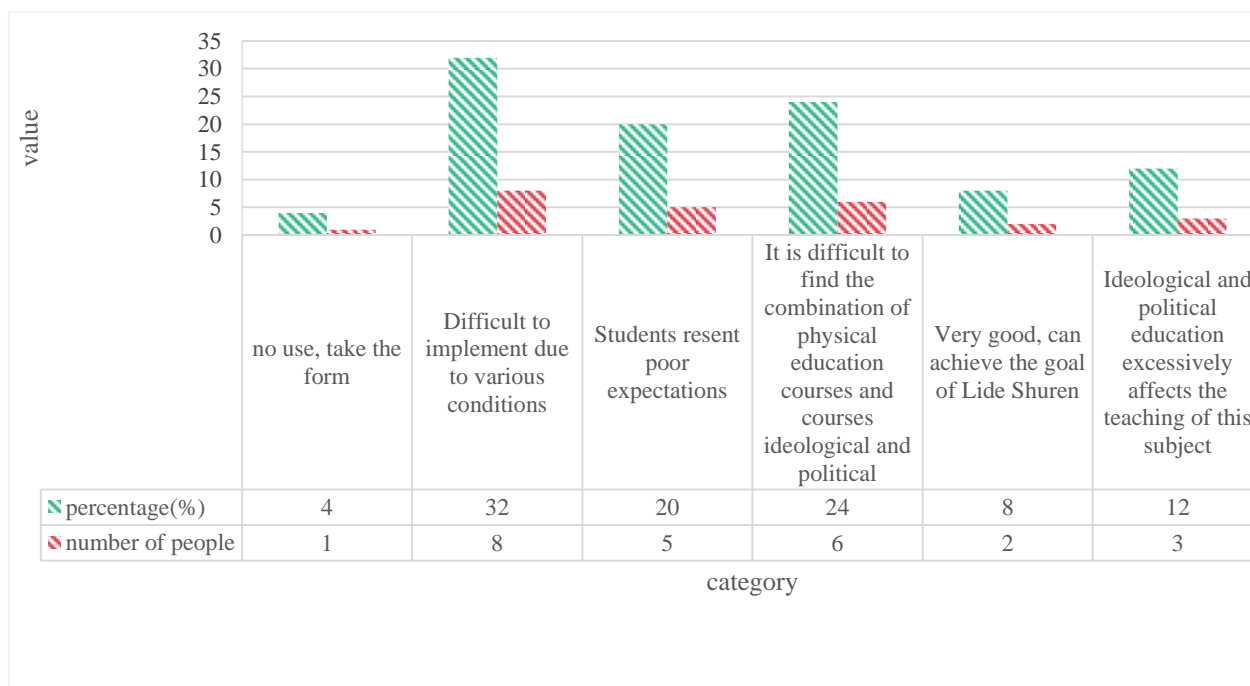


Figure 1. Analysis of the effect

4.2. Construction System Analysis

As shown in Figure 2, school M actively implemented the requirements of curriculum ideas and policies at higher levels. Among physical education teachers, 80% of the teachers' schools "organise the study of documents related to curriculum ideology and policy". 64% of the teachers chose schools that "introduce documents related to ideology and curriculum policy", 20% of the teachers

believed that the schools "have systems in place to implement ideology and curriculum policy in physical education classes", and 24% of the teachers believed that. 40% of the teachers believed that the schools "have teaching supervision in terms of implementation of the ideological and policy requirements of the curriculum" and 32% of teachers felt that the school "has a mechanism for evaluating the ideological and policy aspects of the curriculum". This reflects that although schools have begun to study, the promotion is not strong enough to form a solid system. There are many problems in the construction of the ideology and politics of physical education subjects.

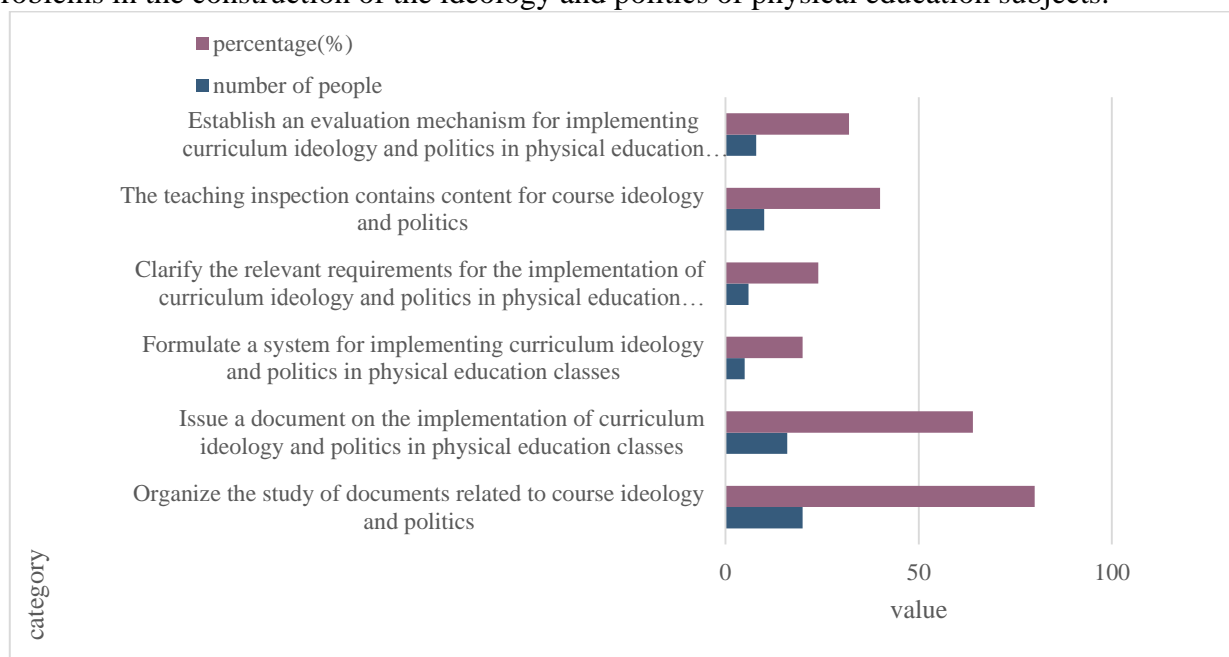


Figure 2. Teacher survey on the ideological and political construction system of physical education courses (n=25, multiple choices)

We should first improve the ideological and political construction system of the school curriculum, and then extend it to the physical education subject to gradually improve the ideological and political construction system. Although schools and teachers subjectively want to do a good job in the ideological and political construction of the curriculum, the lack of a solid system and mature experience established for reference has led to a "lack of heart but not strength". In addition, the survey found that the top-level design, guarantee mechanism, and evaluation system construction in schools are not yet complete.

5. Conclusions

In recent years, ideological and political courses in colleges have been developing increasingly rapidly, and the construction of college physical education courses has not been able to meet the needs of the development of students' moral education. Therefore, the purpose of this study is how to effectively integrate the ideological and political concept of the curriculum into the whole process, the all-round and comprehensive process of college physical education, deeply utilizing the resources contained in college physical education., under the requirements and guidance of ideological and political education in schools, the cultivation of students' physical quality is combined with education. Formulating the ideological and political implementation course of the undergraduate public physical education curriculum from the perspective of moral character building, it provides a valuable basis for the reform. However, based on the ideological and political

perspective of the curriculum and with value formation as the core, such an evaluation method lacks some ideological and political guidance and has even more room for exploration.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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