

# Research on the Existing Problems and Improvement Paths of Curriculum Ideological and Political Construction Ability of College Physical Education Teachers

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## ABSTRACT

The ability to construct curriculum ideology and politics is an essential professional core competency for physical education teachers in the new era. This article analyzes the main problems in the ideological and political ability of current physical education teachers in colleges and universities, as well as cases of effective ideological and political construction in universities. It points out the path to improve the ideological and political construction ability of current physical education teachers in colleges and universities, and hopes to effectively improve the ideological and political ability of teachers and the level of ideological and political construction in colleges and universities.

**Keywords:** Curriculum ideology and politics, Construction ability, College physical education teachers.

## 1. INTRODUCTION

In 2020, the Ministry of Education issued the "Guidelines for Curriculum Ideological and Political Construction in Higher Education Institutions", which pointed out the need to strengthen the teachers' construction ability of curriculum ideology and politics. To comprehensively promote the construction of curriculum ideology and politics, teacher resources are crucial.[1] The construction ability of curriculum ideology and politics is an essential professional core competency for physical education teachers in the new era, and it is also an important topic for the in-depth promotion of ideological and political research in physical education curriculum. However, there are still many problems in the current teaching practice in colleges and universities, which will have a significant impact on the effectiveness of ideological and political education in physical education courses.

## 2. RESEARCH OBJECTS AND METHODS

### 2.1 Research Objects

This article focuses on the characteristics of the formation of ideological and political abilities among college physical education teachers.

### 2.2 Main Research Methods

The main research methods used include literature review, questionnaire survey, interview, and case analysis, with college physical education teachers as the survey subjects. The survey was conducted through wjx.cn. The questionnaire covers 56 colleges and universities across the country, covering 13 provinces, autonomous regions, and municipalities including Shaanxi and Shandong. A total of 189 questionnaires were collected, with 178 valid questionnaires, and an effective response rate of 94.2%. In the implementation of the interview method, 9 ordinary undergraduate universities in Shaanxi Province

were mainly selected, including the Xing Zhi College of Xi'an University of Finance and Economics, Xi'an Siyuan University, and Xi'an Polytechnic University, etc. Among them, 30 interviews were conducted with physical education teachers and 10 interviews were conducted with physical education teaching management leaders. Researchers have focused on analyzing typical college cases of building sports ideological and political found in the survey, and have gained successful experience from them.

### **3. THE CURRENT SITUATION AND EXISTING PROBLEMS OF THE IDEOLOGICAL AND POLITICAL CONSTRUCTION ABILITY OF COLLEGE PHYSICAL EDUCATION TEACHERS**

#### ***3.1 The Familiarity of Primary and Intermediate Title Teachers with Relevant Documents on Curriculum Ideology and Politics Is Lower than That of Senior Title Teachers***

The ideological and political awareness of physical education teachers will have a direct impact on the process and effectiveness of curriculum ideological and political construction. In recent years, the most direct documents related to ideological and political education in higher education courses include the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses" and the "Opinions of the Ministry of Education and eight other departments on Accelerating the Construction of the Ideological and Political Work System in Higher Education Institutions", hereinafter referred to as the "Guidelines" and "Opinions". Through investigation, it was found that the proportion of teachers who are familiar with both of these documents is not high, with senior professional title teachers being the main group. Most teachers are familiar with the "Guidelines", which is a guiding document for teachers to implement curriculum ideology and politics. As a teacher, one should be very familiar with this document and have a clearer understanding of the requirements for physical education courses. Nearly 20% of teachers are unclear about this, with primary and intermediate title teachers as the main focus.

#### ***3.2 Some Physical Education Teachers Have an Isolated Binary Thinking of "Curriculum" plus "Ideology and Politics" in Their Understanding***

Physical education teachers must have a correct and scientific understanding of physical education curriculum and ideological and political education in order to effectively integrate ideological and political education with physical education teaching. Although most teachers have a good understanding of the guiding documents for curriculum ideology and politics, there are obvious cognitive errors in their implementation in curriculum teaching. 51% of teachers believe that teaching and research are under great pressure and do not have time to carry out. 50% of teachers believe that physical education courses have a built-in educational function and there is no need to push them too far. 29.8% of teachers believe that ideological and political education courses occupy teaching time and will affect teaching progress. 8.4% of teachers also believe that ideological and political education is the responsibility of counselors and others, and 6.2% of teachers are concerned that physical education classes may become moral education classes. 4.5% of teachers are unaware of the requirements for ideological and political education in the curriculum.

The root cause of the above understanding error lies in the physical education teacher's understanding of curriculum ideological and political education as "curriculum" + "ideology and politics", which isolated and formed a binary way of thinking. This reflects the problem that most teachers do not know how to carry out ideological and political education in physical education courses, and also indicates a lack of in-depth analysis of the content and methods of ideological and political education in physical education courses.

#### ***3.3 Most Physical Education Teachers Lack the Ability to Explore, Integrate, and Apply Ideological and Political Construction Resources and Elements in the Curriculum***

The exploration of resources and ideological and political elements is the foundation for carrying out curriculum ideological and political construction. A survey shows that most of the resources for physical education teachers to carry out curriculum ideological and political

construction come from teaching and research activities, exchange and learning, as well as textbook content. Overall, there is a lack of awareness of self-directed learning and active discussions with ideological and political teachers. According to interviews, most physical education teachers have solid professional knowledge and skills, but their own level of ideological and political theory is limited. They lack awareness and ability in independently exploring curriculum ideological and political construction resources and ideological and political elements. In terms of the integration and application ability of ideological and political elements, it is clearly insufficient. The teachers can be able to conduct ideological and political education in the classroom by analyzing typical ideological and political cases in textbooks. However, it is still difficult for them to keep up with current events and carry out timely activities in conjunction with classroom situations. Physical education teachers are generally good at teaching sports knowledge and skills, but their abilities in integrating values and shaping spirits are clearly insufficient.

### ***3.4 Physical Education Teachers Lack the Ability to Flexibly and Organically Integrate Ideological and Political Methods into the Curriculum***

Survey on the implementation of ideological and political methods by physical education teachers: 43.8% of physical education teachers are able to explore the ideological and political elements of textbook content, and timely implementation is necessary; The proportion of teachers who can combine current events is 21.9%; The proportion of teachers who can flexibly integrate ideological and political education into the classroom situation is 24.2%. Nearly 40% of physical education teachers do not carry out ideological and political education in the classroom. Most teachers have a good understanding of the construction of ideological and political education in the curriculum. Not conducting course ideological and political education, interviews revealed that the reasons for this include: believing that conducting course ideological and political education increases the workload of teachers, and teachers need to spend time organizing materials; At the same time, the unit also has no assessment requirements. Although there are clear requirements for ideological and political education in the classroom, there are no quantitative indicators for assessment. Safety accidents in

physical education classrooms occur frequently, causing physical education teachers to tiptoe in classroom teaching and weakening the educational philosophy of physical education courses.

### ***3.5 Formation Characteristics of Ideological and Political Abilities of College Physical Education Teachers with Good Results in Curriculum Ideological and Political Construction***

In the survey, it was found that colleges and universities with relatively high levels of ideological and political construction in physical education courses generally exhibit the following characteristics in management: firstly, they have their own document requirements for ideological and political construction in courses and strictly implement them. In the survey, typical colleges and universities such as Northwest A&F University conducted a questionnaire survey on students to regularly evaluate the teacher's educational behavior. The school incorporates the effectiveness of the college's promotion of curriculum ideological and political education reform into the annual teaching evaluation and party building work evaluation. The participation of teachers in curriculum ideological and political education reform and the effectiveness of curriculum ideology and politics will be an important basis for teacher assessment and evaluation, job recruitment, excellent rewards, selection and training, and professional title promotion. This is a guarantee for the ideological and political construction of physical education courses at the institutional level. Secondly, it is to strictly standardize the classroom teaching management system, ensure the effectiveness of curriculum education, and regard "value guidance" as an important monitoring indicator. It is necessary to establish a relevant listening system as an important means of evaluation, including teaching supervision, student evaluation, and ideological and political thematic inspections in teaching inspections. For example, the teaching management of Xing Zhi College of Xi'an University of Finance and Economics conducts substantive evaluations from static course content, dynamic course implementation, and distinctive course presentation. Thirdly, at the school level, efforts are being made to improve the theoretical level of ideological and political education in teachers' courses, as well as their ability to analyze ideological and political cases. This includes actively building institutional and

construction platforms. Fourthly, it is to use the construction of ideological and political demonstration courses as a means of project and topic construction, and actively promote the transformation of achievements. Fifthly, these universities attach great importance to the construction of ideological and political education research platforms, teaching and research activities, textbook construction, and case analysis of ideological and political education.

#### **4. PATHS TO ENHANCING THE CURRICULUM IDEOLOGICAL AND POLITICAL CONSTRUCTION ABILITY OF PHYSICAL EDUCATION TEACHERS**

The first is to institutionalize and regularly carry out sports ideological and political special teaching and research activities, meetings and discussions, etc., to promote the improvement of ideological and political awareness and methods of physical education teachers in the curriculum.

The special teaching and research activities and conference discussions on ideological and political education should be carried out in an institutionalized and normalized manner. Physical education teachers are generally good at teaching sports knowledge and skills, but their abilities in integrating values and shaping spirits are clearly insufficient. It is a must to carry out specialized teaching and research activities, meetings and discussions on sports ideological and political education through institutionalization and normalization, to help teachers improve their awareness of ideological and political education in sports courses, understanding the ideological and political functions of sports projects, and methods of ideological and political education in sports courses.

In terms of ideological and political methods, it is necessary to sports the ideological and political education in the curriculum, integrate the teaching discourse that students enjoy into classroom teaching in the form of sports, and integrate it into competitions to enhance the infectivity of teaching. [2] It is also necessary to connect with sports hotspots in society, provide value guidance based on Marxist principles, help students analyze sports phenomena, and objectively solve social problems. [3]

The second is that the sports department should actively carry out the construction of textbooks and teaching aids, improve the content system of textbooks, and enhance the ability of sports teachers to study sports ideological and political textbooks.

In the ideological and political education curriculum of physical education, physical education is the source of "ideological and political education", knowledge is the foundation of "ideological and political education", and skills are the essence of "ideological and political education". The ideological and political content system is constructed from five dimensions: political identity, national consciousness, social responsibility, cultural confidence, and sound personality.[4] There will be a must to incorporate the elements that can be integrated into the ideological and political education curriculum into the content system of physical education textbooks and the physical education teaching outline system.[5] Physical education teachers should actively learn and participate in the construction of textbooks and teaching aids for ideological and political education courses. This process is a process of self-improvement and growth for physical education teachers themselves. By completing tasks in a task-based manner, people can drive themselves internally and comprehensively enhance their construction ability of curriculum ideology and politics.

The third is to establish a system for senior professional title teachers to guide and assist, and promote the improvement of young teachers' curriculum and ideological and political skills through various forms such as "transmission, assistance, and guidance".

Young teachers should actively learn and strengthen research on curriculum ideological and political construction through various opportunities and channels. Schools should establish a guidance system for young teachers, establish a relevant assessment index system, and complete certain indicator assessments for both guiding and guided teachers. Through institutional forms, teachers are forced to continuously learn. Through the guidance and assistance of senior professional title teachers, and through various forms such as "transmission, assistance, and guidance", we strengthen daily professional learning and management, and promote the improvement of young teachers' curriculum and ideological and political professional abilities.

The fourth is that schools should strengthen the supervision of various aspects of teaching management in terms of system, improve the existing teaching management system, and promote the process control of ideological and political education for physical education teachers in the curriculum.

In the regulations for lesson plan writing, it is necessary to incorporate ideological and political education into the curriculum. In classroom management, the process control of implementing ideological and political education in courses is strengthened through forms such as peer observation, supervision, and leadership. In the evaluation of teaching quality, various forms of feedback such as student questionnaires, peer evaluations, and teacher self-evaluation are used to jointly promote the improvement of the ideological and political education abilities of physical education teachers in the curriculum.

The fifth is to establish an evaluation system for ideological and political education in physical education courses, standardize the content and standards of evaluation indicators.

In addition to improving the relevant systems of teaching management, it is also necessary to establish an evaluation index system for ideological and political education in physical education courses, so that the development of ideological and political education in courses has standards. Only with clear standards can physical education teachers have a clearer implementation direction and targeted approach in their teaching. Schools should incorporate the effectiveness of teacher education into their assessment and promotion of professional titles. Systematically, teachers are forced to actively carry out ideological and political education in the curriculum to ensure the effectiveness of education.

## 5. CONCLUSION

Curriculum ideology and politics in physical education is a conceptual revolution and conceptual reengineering in the field of physical education teaching, and it is also a creative, research-based, and generative cognitive practice process to realize teachers' in-depth physical education teaching and students' in-depth physical education learning under the guidance of values [6]. The improvement of the ideological and political ability of physical education teachers is not something that can be achieved overnight, but needs to accumulate over

time, continue to learn and summarize, and teachers themselves continue to polish cases in teaching, think diligently, and strengthen the scientific research and project-based research of curriculum ideology and politics. At the school level, it is necessary to improve relevant systems, strengthen the supervision of all aspects of teaching management, and jointly promote the improvement of teachers' ideological and political construction ability through internal and external combinations.

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