

Research on the Strategies of Improving the Ideological and Political Construction Ability of Higher Vocational Physical Education Teachers' Curriculum

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Abstract: It is the need of the times to improve the ideological and political construction ability of higher vocational physical education teachers, the need to implement the fundamental task of Lide, and the need to improve the professional core quality of teachers. This article uses the method of literature data, questionnaire survey, logical analysis, etc. to analyze the actual needs and main difficulties faced by higher vocational physical education teachers' curriculum ideological and political construction, try to clarify the ideas for improving the curriculum ideological and political construction, and point out that the ability to improve the curriculum ideological and political construction Way. The research believes that the main problems encountered by higher vocational physical education teachers in curriculum ideological and political construction come from insufficient curriculum ideological and political ability, insufficient team building, etc.; the basic idea of improving teachers' ideological and political construction ability in curriculum is to solve "whether or not", "What to teach", "How to teach", and "How to teach well"; the way to improve teachers' ideological and political construction ability in curriculum should be from the three levels of macro, middle, and micro, the macros strengthen the top-level design, multi-channel teacher ideological and political education, Improve teacher assessment, etc., build a community of curriculum ideological and political construction in the middle perspective, and at the micro level, excavate and integrate curriculum ideological and political elements, improve the curriculum system, develop teaching content, and innovate teaching methods.

In recent years, the state has issued a series of relevant documents on the implementation of curriculum ideological and political construction. In 2016, the National Ideological and Political Work Conference proposed that "all classrooms have the function of educating people"; in 2020, the Ministry of Education issued the "Guidelines for the Ideological and Political Construction of Curriculum in Higher Education Institutions" and pointed out that "all colleges and universities, all teachers, all courses" should be implemented. Full coverage of ideological and political [1]; On December 7, 2021, the Higher Education Department of the Ministry of Education issued the document "Comprehensive Promotion of Curriculum Ideological and Political Construction in Colleges and Universities", which stated that the effectiveness of curriculum ideological and political construction should be included in the evaluation of "double first-class" construction, Undergraduate teaching evaluation, subject evaluation, professional certification, "Double High Plan" evaluation, teaching achievement award review, etc., to build a multi-dimensional curriculum ideological and political evaluation system. Therefore, the comprehensive promotion of curriculum ideological and political construction is the requirement of the times and the requirement of reality, and its importance is self-evident. The "Outline" clearly states that "Teachers are the key to comprehensively promoting curriculum ideological and political construction. Teachers are practitioners of the concept of "curriculum ideological and political" and are an important factor in the success or failure of curriculum ideological and political construction. Under the curriculum ideological and political concept. Higher Vocational Education Physical education teachers should fully realize the practical necessity and urgency of developing their curriculum ideological and

political activities, and make unremitting efforts to train students into socialist builders and successors with comprehensive development of morality, intelligence, physical education, and art.

1. The Realistic Needs and Predicaments of the Ideological and Political Construction of Higher Vocational Physical Education Teachers' Curriculum

1.1 The Needs of Ideological and Political Construction of P.E. Teachers in Higher Vocational Colleges

Higher vocational education is an important part of the national education system and human resource development, and it bears the important social responsibility of cultivating hundreds of millions of high-quality laborers and technical talents. The main characteristics of current higher vocational students' thinking and behavior: the mainstream of thinking is healthy and upward, and there is a utilitarian tendency; the style of study is not strong enough; the individuality is independent and open, and the self-discipline ability is weak; the psychological conflicts are obvious, and the negative emotions are revealed [2]. To implement the fundamental task of Lide's cultivation of people, it is necessary to broaden the ways of students' ideological and political education, give full play to the main channel role of classroom teaching in students' ideological and political education, improve the educational effect of ideological and political theory courses, and give full play to the educating function of higher vocational physical education courses. Make higher vocational physical education courses and ideological and political education go in the same direction.

1.2 Insufficient team building of curriculum ideological and political teachers

In order to work together to promote the construction of ideological and political courses, some vocational colleges have established ideological and political teaching teams including ideological and political teachers, professional course teachers and part-time teachers. However, in the actual operation process, the ideological and political team of teachers is still in a state of separation. One is the lack of participation and guidance of ideological and political teachers. Compared with professional course teachers, ideological and political teachers in higher vocational colleges generally have heavier teaching tasks, and they are not willing to participate in the ideological and political construction of courses subjectively. Therefore, even if they are incorporated into a team, they are passively involved. And on the whole, ideological and political teachers in vocational colleges have a low overall academic level and theoretical research capabilities. Some ideological and political teachers with non-Marxist related disciplines lack systematic theoretical foundation, so they still have some guidance in the role of guidance. Lacking. Second, the participation of teachers in professional courses is different. In vocational colleges, there is still a lack of an ideological and political education atmosphere within professional colleges and departments, and teaching utilitarianism is still relatively common. For example, in the understanding and definition of the scope of teachers' responsibilities, some professional course teachers have separated the relationship between teaching and educating people. They believe that curriculum ideology will squeeze out the classroom teaching time for professional knowledge, so class is limited to the teaching of professional knowledge and operational skills. Moreover, the development of high-quality courses requires professional teachers to have a certain basic knowledge of Marxist theory, ideological and political education teaching skills, and excellent ideological and political qualities. And most of the professional teachers have not received the corresponding ideological and political education theory training, which also objectively caused their low enthusiasm for participation.

2 Thoughts on the Construction of Ideological and Political Abilities of P.E. Teachers in Higher Vocational Colleges

In the context of full-course ideological and political development, it is very urgent to improve the ideological and political construction ability of physical education teachers. The acquisition and

improvement of curriculum ideological and political ability should be solved in five aspects, namely whether it is necessary or not, what to teach, how to teach, and how to teach well, so as to turn the ability of curriculum ideological and political construction into the hard power and strength of teachers themselves.

2.1 Solve the problem of "whether or not" and "will" of the ideological and political curriculum

Curriculum ideological and political is an important battlefield for the implementation of education and morality, fostering and educating people. The country has also promulgated many policies one after another, and curriculum ideology and politics are the needs of the times and the urgent needs of reality. As the main force and guide of curriculum ideology and politics, teachers should also actively participate in curriculum ideology and politics as students' guide, and be participants, promoters, and practitioners. In the questionnaire survey, it was found that 45% of higher vocational physical education teachers felt that there was no need to do curriculum ideology and politics, and that ideology and politics should be the responsibility of ideological and political teachers. Ideology and politics are too much in actual teaching, impractical, and no professional knowledge is practical. But the fundamental task of teachers is to teach and educate people, and the focus is on cultivating people. The importance of ideology and politics in cultivating people is self-evident. The reason is that the teachers are preconceived, the curriculum ideological and political consciousness is weak, the ideological and political theory knowledge is insufficient, and they are not aware of the importance of ideological and political. Therefore, in order to solve the question of whether to "do or not" the curriculum ideological and political affairs, we should do a good job conceptually and do enough work to let the curriculum ideological and political consciousness permeate the chest and turn into the heart. At the same time, the survey shows that 50% of teachers are aware of the importance of curriculum ideology, but do not know where to start. The main reason comes from two aspects. First, there is no way or method by itself, and second, there is no one to lead, no one to help, and no team. Therefore, to solve problems that cannot be solved, on the one hand, we must learn, learn from, and try ourselves, on the other hand, we must form a structured team, where team members complement each other's strengths and cooperate with each other to build a knowledge community.

2.2 Solve the problem of what, how to teach and how to teach the curriculum ideological and political education

What to teach is mainly a question of course content. What content to choose and where can be used as classic cases are the key. The first step is to dig out the curriculum ideological and political elements from the curriculum resources, and integrate the curriculum ideological and political elements into the curriculum, teaching, and practice; the second step is to find classic cases, which part of the content and which knowledge points are the ideological and political focus, such as sports Project rules, sports spirit, health concepts, etc.; the third step is to build a curriculum ideological and political resource library; thereby establishing a physical education curriculum ideological and political system.

How to teach is a matter of teaching methods and methods. It is necessary to change teaching methods and think more about how to make curriculum ideological and political not just the splicing of content. It is necessary to do enough homework in the setting of teaching links, the adoption of teaching methods, the transformation of teaching content, and the selection of teaching methods, so that the curriculum can be integrated into the curriculum in a natural and timely manner, and guide students in value. Teaching well is a demonstration of teaching effectiveness and also a demonstration of teaching evaluation. How to take a good course and ideological and political factors are two factors. On the one hand, it comes from the teacher's teaching level and teaching art; on the other hand, it comes from the acceptance and quality of students. It's already difficult to take a good course. It's even harder to take a good physical education course. The requirements for teachers are better. Teachers are required to think more, sum up, learn more, and improve more on the road of curriculum ideology and politics. At the same time, teachers' superiors The competent

department should have a certain incentive mechanism to strengthen the determination and confidence of teachers in curriculum ideological and political affairs.

3 Ways to Improve the Ability of Ideological and Political Construction of P.E. Teachers in Higher Vocational Education

3.1 Macro level: improve the ideological and political construction ability of higher vocational physical education teachers

Improve the top-level design. Higher vocational colleges should give full play to the role of organization, improve the level of grassroots work, and carry out comprehensive ideological and political education and training for teachers. The school should clarify the responsibilities of the organization and make improvements to the deficiencies in the ideological and political work. It is necessary to continuously optimize the grass-roots organizational structure so that staff can give full play to their responsibilities, clarify work objectives, and formulate complete work plans. It is necessary to ensure the further implementation of curriculum ideology and politics through a strong organization, so that teachers can attach great importance to ideological and political work and be good at organically combining this work with curriculum teaching.

Carry out the ideological and political construction of teachers in an orderly manner. Higher vocational colleges should pay attention to the systematic training of ordinary teachers, so that they can have the correct political direction through a variety of methods, unify their ideological understanding, and improve teachers' practical ability and ideological and political quality. It is necessary to ensure that teachers have innovative thinking, establish correct values and outlook on life, and use professional ideological and political theoretical knowledge in the process of work to ensure that the combination of ideological and political and teaching is more natural. It is necessary to ensure that the construction of the faculty of higher vocational colleges is normalized, so that teachers can conduct ideological and political studies on a regular basis, and conduct comprehensive assessments of teachers. Use a variety of resources and carriers to carry out ideological and political education. In order to improve the enthusiasm and initiative of teachers to participate in curriculum ideological and political construction, when training teachers, it is necessary to change traditional concepts, adopt a variety of training methods, expand teachers' horizons, and improve teachers' practical ability and ideological and political qualities. Organize teachers to participate in a variety of off-campus training, and lead teachers to visit practical bases related to ideological and political education. Online training can also be used to enable teachers to learn at any time to ensure the diversity of ideological and political education.

Strengthen the assessment and evaluation of teachers. In order to improve the overall quality of higher vocational teachers and ensure that the ideological and political construction is implemented, it is necessary to assess the abilities of the staff and teachers, and the actual effect of teachers' ideological and political construction. It is necessary to clarify various responsibilities and work objectives, effectively guide the work process, and effectively improve the quality of work. It is necessary to strengthen the assessment of teachers' individual qualities and abilities, and to understand the teaching situation and results. For a long time, the ideological and political training of teachers in higher vocational colleges has lacked effective assessment and cannot fully integrate training with the system. Therefore, it is necessary to design rationally to ensure that teachers receive comprehensive assessment and evaluation.

3.2 Middle level: Building a community of curriculum construction

By building a course ideological and political exchange platform, promote the exchange and integration between professional teachers, managers, ideological and political teachers, students and other groups, and establish a case database; organize teaching seminars, teaching salons, collective lesson preparation, lecture evaluation and other teaching activities, Let teachers learn from each other and promote together; play the leading role of famous teachers, set up curriculum ideological and political guidance and supervision team, carry out curriculum ideological and political

construction work guidance and assistance, and form a good atmosphere of mutual help; organize ideological and political teachers and other course teachers One-to-one pairing helps professional teachers improve their ideological and political education capabilities.

3.3 Micro level: both theory and practice

3.3.1 Exploring the ideological and political elements of the course itself and ingenious combination

First, apply theory deeply. Only a profound theory can persuade people. Under the guidance of Marxist theory, we must dig deeper into the ideological and political elements contained in the professional courses, refine the ideological and political elements from the depth of theory, and arm students with profound theories to achieve the effect of brain and heart. It is difficult to persuade the students if they are just a bit of a taste, let alone form an ideological identity and a value identity. Second, make full use of cases. Cases are an important starting point for enhancing the effectiveness of curriculum ideological and political education. Live cases can increase the attractiveness, appeal, and persuasiveness of curriculum ideological and political education. In the teaching process, we should actively collect and introduce typical cases such as advanced characters and advanced deeds in the professional field, and dig out and creatively use the ideological and political elements in them, such as the "spirit of women's volleyball" and "Su Bingtian", etc., to stimulate students The emotional resonance of the students activates the initiative of students to receive ideological and political education. Third, adequate resources. The stock of ideological and political resources contained in professional courses is considerable, and the distribution is relatively scattered. According to the different positioning and nature of the professional courses, the ideological and political resources should be deeply excavated, the basic ideas of excavation should be formed, and the basic framework of excavation should be rationally designed. Teachers can build a curriculum ideological and political teaching community, which should be digging and digging, and organizing relevant experts to coordinate lesson preparation, realizing the development and integration of resources, accurate placement in teaching, and promoting teacher education through competitions and other methods A virtuous cycle of capacity improvement. Fourth, the potential value. Any curriculum contains a certain value gene. Curriculum ideology is not about changing the original attributes of professional courses and attaching "outside" ideological and political content, but using its own ideological and political elements in the teaching of professional courses to implicitly realize value guidance and quality improvement. It is necessary to fully refine the value orientation of professional courses that are of educational significance to students or can enlighten their lives, and invisible penetration, element integration and other methods should be used to embed value and guide in the transmission of knowledge, and help students to shape the correct "three views", and gain a person and a deed. The truth about things and for learning. The fifth magic formula. Teaching organization design is the formula of curriculum ideology. On the basis of studying and thoroughly comprehending the relevant documents of the ideological and political education of the course, the ideological and political elements should be accurately selected to form a scientific, standardized and refined teaching organization design syllabus as "salt dissolves in water", and to compare it with the ideological and political education of the new era. Content, revise the talent training plan, compile curriculum ideological and political teaching guides based on the subject attributes of the curriculum, and refine specific teaching goals and procedures according to different majors and curriculum characteristics, so that the ideological and political elements of teaching can be integrated into the classroom as a matter of course, so that students are satisfied Curiosity, and achieve the goal of education.

3.3.2 Improve the curriculum system.

Regarding curriculum ideological and political construction as an important content of deepening teaching reform, it is embodied in the curriculum setting, class time arrangement, teaching guide and teaching plan design, and runs through various links such as classroom teaching, seminars and exchanges, experimental training and practice, and builds a curriculum ideological and political

system as a whole. Deeply integrated knowledge system. Improve the classroom teaching management system, clarify classroom teaching requirements, establish curriculum ideological and political operation recommendations, and strengthen the supervision and supervision of curriculum teaching through activities such as attending lectures, supervision and inspection, and class comparisons, and follow up the lessons in the classroom in a timely manner. Affection and education.

3.3.3 Develop and transform teaching content.

Combining the training plan, according to the characteristics of the course, based on the teaching materials, the teaching content is thoroughly sorted out, focusing on the key and difficult content, relying on regional resources, school characteristics, student majors, disciplines and industries, and in-depth development of content in connection with the characteristics of the times, social hot spots, and student reality. Combining teachers' abilities, characteristics, interests, and research directions to form a team, focus on decentralization and integration in teaching content. Insist on being demand-oriented, grasp the level and difference of demand, and dynamically adjust the content of the course based on the characteristics of the times and the stage the students are in. Pay attention to student value shaping and ability training, pay attention to knowledge "migration", and lay the foundation for students' growth and development.

3.3.4 Innovative teaching methods.

Curriculum ideological and political is by no means a simple combination of ideological and political elements, but organic integration. This will test teachers' basic skills such as teaching methods, skills and art. Therefore, teachers should work hard in preparation for integration, guide students with diversified and artistic teaching methods, and use multi-form and multi-carrier teaching methods to penetrate students, respond to students, and care for students. Respect the status of students as the main body, pay attention to enlightenment, guidance and experience participation. It is necessary to conduct in-depth study of students' learning behaviors and lifestyles, carry out curriculum ideological and political teaching in a model that students are willing to accept, and mobilize students' initiative and enthusiasm for participating in curriculum teaching.

4 Concluding remarks

As an innovative development of ideological and political education concepts in the new era, curriculum ideological and political construction is a gradual and systematic project. Especially in the face of new changes and new challenges in the new era, the collaborative development of ideological and political courses and professional courses in higher vocational colleges still has a long way to go. It is urgent to develop new ideas and demonstrate new actions. Only continuous efforts are needed. In order to make the curriculum ideological and political construction deeply rooted in the hearts of the people, so as to achieve the common development of all courses in higher vocational colleges in an orderly manner.

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