

Path Analysis of Integrating Ideological and Political Elements into PE in Higher Vocational Colleges

Diedie Zhang

Liming Vocational University, Quanzhou, 362200, China

zhangdiedie1994@gmail.com

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Abstract: This article mainly explores the path of effectively integrating ideological elements into vocational Physical Education (PE), in order to respond to the call of the state to strengthen and improve ideological and political education (IPE) for college students and promote the comprehensive development higher vocational students. By theoretical analysis, practical exploration and other methods, the study deeply analyzes the characteristics and objectives of PE in Higher Vocational Colleges (HVC), the connotation and requirements of IPE, and the convergence between them. On this basis, the article puts forward specific paths such as the integration design of course content and ideological elements, the innovation of instructional methods and means, the organization and implementation of practical activities, and the construction of evaluation system. The research shows that it is not only necessary but also feasible to integrate ideological elements into vocational PE teaching. Through ingenious curriculum design, diversified instructional methods and rich practical activities, students' ideological literacy can be effectively improved, and the attraction and appeal of PE teaching can be enhanced at the same time. The established evaluation system ensures that the effect of integrated education is comprehensively and objectively evaluated, which provides strong support for the continuous improvement of teaching. This article expects to provide theoretical guidance and practical reference for the deep integration of PE and IPE in HVC.

1. Introduction

In today's society, higher vocational education, as an important part of the education system, bears the heavy responsibility of cultivating high-skilled talents, and also shoulders the mission of shaping students' correct values and improving their comprehensive quality [1]. With the deepening of educational reform, integrating IPE into the teaching of various majors has become the key path to improve the educational quality and promote the comprehensive development students [2]. As an indispensable part of higher vocational education, PE, with its unique physical practicality, teamwork and mental tempering, provides a natural soil for the infiltration of IPE [3]. However, how to effectively integrate ideological elements into PE in HVC, not only to maintain the professionalism of PE, but also to achieve the goal of IPE, is an important topic facing the current education reform [4]. The purpose of this study is to explore this integration path, which is of great significance for enriching the connotation of PE teaching in HVC and improving the teaching effect. Furthermore, it is also a concrete practice in response to the call of the state to strengthen and improve IPE for college students, which has a far-reaching impact on cultivating talents with noble morality, strong physique and professional skills in the new era.

In recent years, scholars have gradually increased their research on the combination of PE and IPE, and a number of valuable achievements have emerged [5]. Part of the research focuses on the cultivation of values and team spirit in PE, emphasizing the social function and educational value of physical activities. Some studies pay more attention to the concrete practice of IPE in PE [6]. For example; Cultivate students' patriotic feelings and sense of collective honor through sports events, and sharpen students' will quality through physical exercise [7]. Although these studies provide

valuable experience and theoretical basis for the integration of PE and IPE, there are still some problems: single integration mode, insufficient integration depth and imperfect evaluation system [8]. These limits the full play of the fusion effect. Based on the previous achievements, this study will further explore the new ways and methods of integrating ideological elements into PE in HVC. It is expected that this research can provide theoretical guidance and practical reference for the deep integration of PE and IPE in HVC, and promote the overall improvement of the quality of higher vocational education.

2. Theoretical basis of PE and IPE in HVC

PE in HVC is a key part of the vocational education system. It is characterized by emphasizing practicality and professionalism, aiming at cultivating students' physical quality, sports skills and professional accomplishment through sports activities. It pays attention to students' physical health, and pays more attention to cultivating students' teamwork ability, competitive consciousness, pressure resistance and innovation ability through PE, laying a solid foundation for their future career [9]. The goal of PE in HVC is not only to impart basic physical skills and physical training, but also to cultivate students' professional ethics, craftsman spirit and perseverance in the face of challenges. These are all indispensable qualities for students' future career success.

IPE is an important part of China's education system. Its core lies in guiding students to establish a correct world outlook, outlook on life and values, and cultivating students' patriotism, collectivism and socialist morality. IPE is related to the imparting of knowledge, but also lies in the edification of emotions, the shaping of values and the cultivation of behavior habits. Under the background of the new era, IPE requires keeping pace with the times, combining the characteristics of the times and the characteristics of students, innovating educational methods, making IPE closer to the reality of students and more attractive and infectious. This can effectively promote students' all-round development and become socialist builders and successors with ideals, morality, education and discipline.

Although PE and IPE belong to different fields, they have many similarities in educational objectives, educational contents and methods (see Table 1). Therefore, the integration of PE and IPE is not only possible but also necessary. They complement each other and together form an important cornerstone to promote students' all-round development.

Table 1 Convergences between PE and IPE

Convergence Point	PE	IPE
Educational Goals	Enhance students' physical fitness	Cultivate students' correct world view, outlook on life, and values
	Foster teamwork spirit among students	Promote patriotism
	Exercise students' willpower and character	Facilitate students' comprehensive development
	Cultivate competitive spirit and a sense of fair play	Nurture students' sense of social responsibility
Educational Content	Sports skills and knowledge	Moral and ideological cultivation
	Sports rules and refereeing	Political theory and current affairs policies
	Sports history and culture	Laws, regulations, and school rules
	Physical exercise and healthy lifestyle	Group spirit and traditional culture
Educational Methods	Practical operation and demonstration teaching	Theoretical lectures and discussion sessions
	Group cooperation and competitive games	Case analysis and situational simulations
	Physical fitness testing and evaluation	Practical activities and volunteer services
	Sports games and fun activities	Role model guidance and commendation rewards

3. Exploration on the path of integrating ideological elements into PE in HVC

3.1. Integration design of course content and ideological elements

In the course content design of PE teaching in HVC, it is necessary to integrate ideological elements skillfully and naturally. We should dig deep into the IPE resources contained in sports events and closely combine these positive values with PE courses. These resources include teamwork in basketball, fair competition in football matches and perseverance in long-distance running training. Furthermore, design sports units or modules with ideological and political themes, simulate workplace sports competitions in combination with professional characteristics, and cultivate students' professional ethics and teamwork spirit. For example, the unit "Sports and Patriotic Feelings" inspires students' patriotic enthusiasm by telling the story of athletes winning glory for their country; Or "Sports and Professional Ethics" module. The course content should pay attention to timeliness and pertinence, reflect social hotspots and the spirit of the times in time, and make IPE vividly displayed in PE classes. In this way, students can enjoy sports fun and receive profound IPE.

3.2. Innovation of instructional methods and means

In order to realize the deep integration of PE and IPE, the innovation of instructional methods and means is very important. On the one hand, teachers should adopt diversified instructional methods to let students experience and understand the connotation of IPE in active participation. For example, by organizing sports volunteer service activities, students can learn dedication and responsibility in service; By simulating the preparation and holding of sports events, students can learn organizational management and teamwork in practice. On the other hand, teachers should make full use of modern information technology to broaden the channels of IPE and enhance the attraction and appeal of education. In terms of using modern information technology to broaden the channels of IPE, the following are some specific modern information technology means:

Multimedia teaching: through PPT, video, audio and other media, the content of IPE is presented to students in a vivid and interesting way. For example, when explaining the sportsmanship and patriotism, we can play relevant sports events videos or interviews with athletes, so that students can feel the profound connotation of sportsmanship and patriotism while watching.

Online learning platform: Online learning platforms such as massive open online course and SPOC are used to upload video courses and reading materials related to IPE, so that students can study anytime and anywhere. Furthermore, teachers can also post topics on the platform to guide students to discuss a hot issue and enhance the interactivity and pertinence of education.

Virtual Reality (VR) and Augmented Reality (AR) technologies: VR and AR technologies are used to simulate real stadium scenes or historical events, so that students can experience and learn "on the spot". For example, when telling the history of sports development in China, VR technology can be used to let students "walk into" the historical scene and feel the inheritance and development of sports spirit.

3.3. Organization and implementation of practical activities

Practical activities are an important way to integrate ideological elements into PE teaching. Schools should carefully plan and organize a series of sports practice activities with the theme of IPE. For example, "Campus Marathon" advocates a healthy lifestyle and perseverance; "Sports Culture Festival" shows the integration of sports spirit and campus culture; "Sports charity" serves the community through sports activities and cultivates students' sense of social responsibility. In the process of implementation, teachers should pay attention to the participation, experience and effectiveness of activities to ensure that every student can benefit from them. Schools should also establish an effective feedback mechanism, collect students' opinions and suggestions in time, constantly optimize the activity plan and improve the educational effect of the activity.

3.4. Construction of evaluation system

This article holds that building a scientific and reasonable evaluation system is the key to ensure

that PE is integrated with ideological elements to achieve practical results. The evaluation system constructed in this article includes comprehensive evaluation of students' sports skills, physical fitness, ideological literacy and other aspects (see Table 2).

Table 2 Comprehensive Evaluation System for Integrating Ideological and Political Elements into PE Teaching

Evaluation Dimension	Specific Indicators	Evaluation Criteria	Evaluation Methods
Physical Skills	Accuracy of Technical Movements	Standardization of movements, mastery of technical essentials	Teacher evaluation + Peer evaluation
	Proficiency in Skill Application	Ability to apply skills in actual combat, adaptability	Actual combat performance + Video analysis
	Understanding of Game Strategies and Rules	Understanding of game rules, tactical application	Theoretical test + Simulated games
Physical Fitness	Physical Fitness Level	Endurance run scores, strength test results, etc.	Standardized tests
	Body Coordination	Fluidity of movements, coordination of body parts	Movement demonstration + Video assessment
	Flexibility	Range of joint movement, muscle stretch	Flexibility tests
	Endurance and Speed	Long-distance running scores, sprint speed	Physical fitness tests
Ideological and Political Qualities	Teamwork Spirit	Collaboration performance, leadership in team projects	Team activity observation + Peer evaluation
	Sense of Fair Play	Adherence to game rules, respect for opponents	Observation of game behavior
	Sense of Responsibility and Accountability	Role assumption in the team, task completion	Task completion report + Teacher evaluation
	Patriotism	Pay attention to sports and participate in sports activities	Questionnaire survey + Behavior observation

Through the comprehensive, fair and scientific evaluation system constructed in Table 2 above, we can ensure that the educational goal of integrating ideological elements into PE teaching can be realized.

4. Conclusions

After systematic research and practical exploration, this study has drawn a series of important findings about the integration of ideological elements into vocational PE teaching. First of all, the research emphasizes the necessity and urgency of integrating ideological elements into vocational PE teaching. PE teaching can effectively improve students' physical fitness and sports skills, and it is also an effective way to cultivate students' good moral character, team spirit, patriotic feelings and other ideological and political qualities. Through ingenious curriculum design, innovative instructional methods and rich practical activities, PE and IPE can achieve deep integration, promote each other and jointly promote students' all-round development.

The study also found that it is highly feasible to integrate ideological elements into vocational PE teaching. By tapping the IPE resources contained in sports, combining modern instructional methods and diversified practical activities, students can enjoy sports fun and receive IPE imperceptibly. In order to further enhance the pertinence and effectiveness of education. Constructing a scientific and reasonable evaluation system ensures the objective and comprehensive evaluation of the effect of integrated education, and also provides a strong guarantee for the

integration of ideological elements in vocational PE teaching. The research and practice of integrating ideological elements into PE in HVC in the future still have a long way to go. We should continue to deepen the theoretical research on the integration mechanism of PE and IPE, and explore more diversified integration paths and methods.

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