

Multidimensional Adjustment Strategy and Intelligent Path Construction of Civic and Political Education Elements in Physical Education Teaching

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Abstract The integration of elements of Civic and political education in physical education teaching in colleges and universities is not only an important initiative to deepen curriculum reform, but also a necessary path to cultivate high-quality talents with comprehensive development. The study uses a questionnaire survey to understand the problems of the development of Civic and political education in physical education teaching, and then applies qualitative comparative analysis methods to analyze the intelligent path of the integration of physical education teaching and Civic and political education elements. On this basis, the multidimensional adjustment path of Civic and political education in physical education is investigated. The results found that the proportion of students with insufficient understanding of the connotation of sports Civics and the proportion of teachers with weak Civics education ability both exceeded 60%, and nearly 80% of the sports courses lacked the tradition of Civics content and teaching methods. Through the group analysis, five levels of adequate solutions are excavated, which can cover 80.8%~95.8% of the cases, and several important influencing factors for the integration of sports teaching and ideological and political education are obtained, such as practicing the socialist core values, tapping into the ideological and political elements of sports courses, and so on. It is necessary to strengthen the construction of ideological and political education awareness and capacity, clarify the teaching purpose and enrich the content of moral education, reform the assessment system of traditional physical education courses, promote the reform of physical education courses in colleges and universities, and strengthen the construction of campus physical education culture, so that the elements of Civic-Political education can be better integrated into physical education teaching.

Index Terms qualitative comparative analysis method, group state analysis, physical education teaching, ideological and political education

I. Introduction

At present, curriculum ideology and politics is an important content in the curriculum education of colleges and universities, which is an important part of realizing all-member, all-process, all-round education of human beings, and also an important carrier for the implementation of the fundamental task of establishing morality and educating people [1]. In the past, when colleges and universities carried out physical education teaching, more attention was paid to cultivating students' sports habits and mastering sports skills, and the cultivation of students' sports ideological and political literacy was neglected [2], [3]. By carrying out the teaching of sports course ideology and politics, students can not only learn to master more sports skills, but also develop the moral quality related to it, and realize the deepening reform of the teaching of sports courses in colleges and universities [4]-[6]. At the same time, the development of intelligent technology also provides a convenient way for college teachers to search for network civic education resources and carry out the civic teaching of physical education courses, which provides rich educational resources for the civic teaching of physical education courses in colleges and universities [7]. On the one hand, the introduction of intelligent technology helps to dig deeper into the elements of the sports curriculum civics and apply them to the teaching process, in order to better achieve the goals of the sports curriculum civics teaching [8]-[10]. On the other hand, intelligent technology also innovates the teaching mode of the course Civics, which is convenient for students to accept the teaching of Civics in physical education courses, makes up for the time and place limitations of traditional teaching, and improves the overall effectiveness of teaching [11]-[13]. Based on this, colleges and universities should actively explore the intelligent and innovative strategies of sports ideology education to guide the teaching process, so as to enhance the attractiveness of sports courses in colleges and universities.

This paper takes the teachers and students of physical education teaching in a university as the object of investigation, and adopts a questionnaire survey to explore the problems of Civic and political education in physical education teaching. Based on the integration of physical education and elements of Civic and political education, relevant influencing factors are selected from five levels: policy orientation, Civic and political resources, cultivation program, subject synergy, and improvement mechanism, and a research model including 20 influencing factors is constructed. After setting up questionnaires using qualitative comparative analysis methods, data were collected from several colleges and universities in a certain place, and representative cases were selected for analysis. Through the analysis of necessary conditions and the analysis of group conditions at five levels, the influencing factors of the path of realizing the integration of elements of Civic and Political Education into physical education are deeply explored. Finally, based on the analysis of the article, the adjustment strategy of Civic and political education in physical education is proposed from the multi-dimensions of Civic and political education awareness and ability, teaching purpose and teaching content, teaching assessment, physical education curriculum, and physical education culture.

II. Survey of Civic and Political Education in Physical Education Teaching

This chapter takes the situation of the dilemma of Civic Education in Physical Education as the object of study. The students and physical education teachers of a university are selected as the objects of investigation. Through the questionnaire survey, the problems existing in the process of teaching Civics in physical education courses are understood for the subsequent adjustment of the elements of Civics education in physical education teaching.

II. A. Questionnaires

In order to understand the problems existing in the process of teaching high school physical education curriculum Civics, a questionnaire survey was conducted on students and physical education teachers in a college. A total of 150 copies were distributed, using on-site distribution and WeChat questionnaires, of which 125 were distributed to students and 25 were distributed to physical education teachers, and 117 valid questionnaires were recovered from students and 23 from physical education teachers, with an effective rate of 93.33%.

II. B. Survey results and analysis

The data from the questionnaire survey were organized and analyzed in four dimensions: secondary school students' understanding of the connotation of Civic politics in physical education courses, physical education teachers' ability of Civic politics education (the combination of physical education teaching and Civic politics elements), the content of Civic politics teaching in physical education courses, and the method of Civic politics teaching in physical education courses. The findings of Civic and political education in physical education are shown in Fig. 1. X1~X7 in Fig. (c) refer to the seven kinds of socialist core values, life, worldview, sports knowledge and skills, emotional attitude and values, collectivism, national spirit, spirit of solidarity, compliance with rules and integrity, a strong sense of justice, sense of responsibility, positive struggle and tenacity, and the cultivation of good personal grooming, respectively. teaching content settings, Figure (d) species X1~X8 refer to the 8 teaching methods of lecture method, discussion method, guidance method, situational teaching method, multimedia, online platform, microclasses, and case method, respectively, of which the first 3 are traditional teaching methods and the last 5 are innovative teaching methods.

Figure (a) shows that there are 20 people who have a very good understanding of the connotation of sports course politics, accounting for 17.1%, there are 24 people who understand the connotation of sports course politics, accounting for 20.5%, there are 33 people who have a general understanding of the connotation of sports politics, accounting for 28.2%, and there are 40 students who do not understand the connotation of sports politics, accounting for 34.2%. It can be seen that most of the students still do not understand the connotation of Civic and political education in physical education, accounting for 62.4%. The main reason is that the exposure to the curriculum Civics education is less, and the combination of the teacher's preaching and the teaching content of the physical education class is less, resulting in a lack of in-depth understanding of the connotations of the curriculum Civics, which makes the students not able to fully comprehend the real connotations of the Civics of the physical education curriculum.

In Figure (b), there are 4 physical education teachers who can combine the Civics education with physical education classes closely, accounting for 17.4%, and there are 5 physical education teachers who combine the curriculum Civics education with physical education classes in general, accounting for 21.7%, and most of the physical education teachers' ability of curriculum Civics education is still weak, accounting for 60.8%. The main reason is that the school does not pay enough attention to the supervision of curriculum Civics teaching, and the teachers' initiative to improve curriculum Civics is low.

In Figure (c), it is found that the teaching content of physical education class mainly focuses on physical education knowledge and skills, accounting for 78.3%, and only a small portion of the content is on other Civic-Political elements. Physical education teachers focus too much on skills, ignoring the extension of the course's Civics content, and failing to achieve the desired teaching effect.

In Figure (d), most physical education teachers use traditional teaching methods to teach, with a percentage of 78.3%, while only a few physical education teachers use innovative methods to teach, with a percentage of 21.7%. This shows that most physical education teachers are used to adopting traditional teaching methods, not actively adapting to the development of the times, neglecting to play the main role of the students, and the single teaching method also makes the students' classes boring and uninterested in physical education classes.

To summarize, the development of Civic Education in physical education has the problems of insufficient in-depth understanding of the connotation of Civic Education in physical education courses by students, weak ability of Civic Education by physical education teachers, insufficient content of Civic Education in physical education courses, and single method of Civic Education in physical education courses.

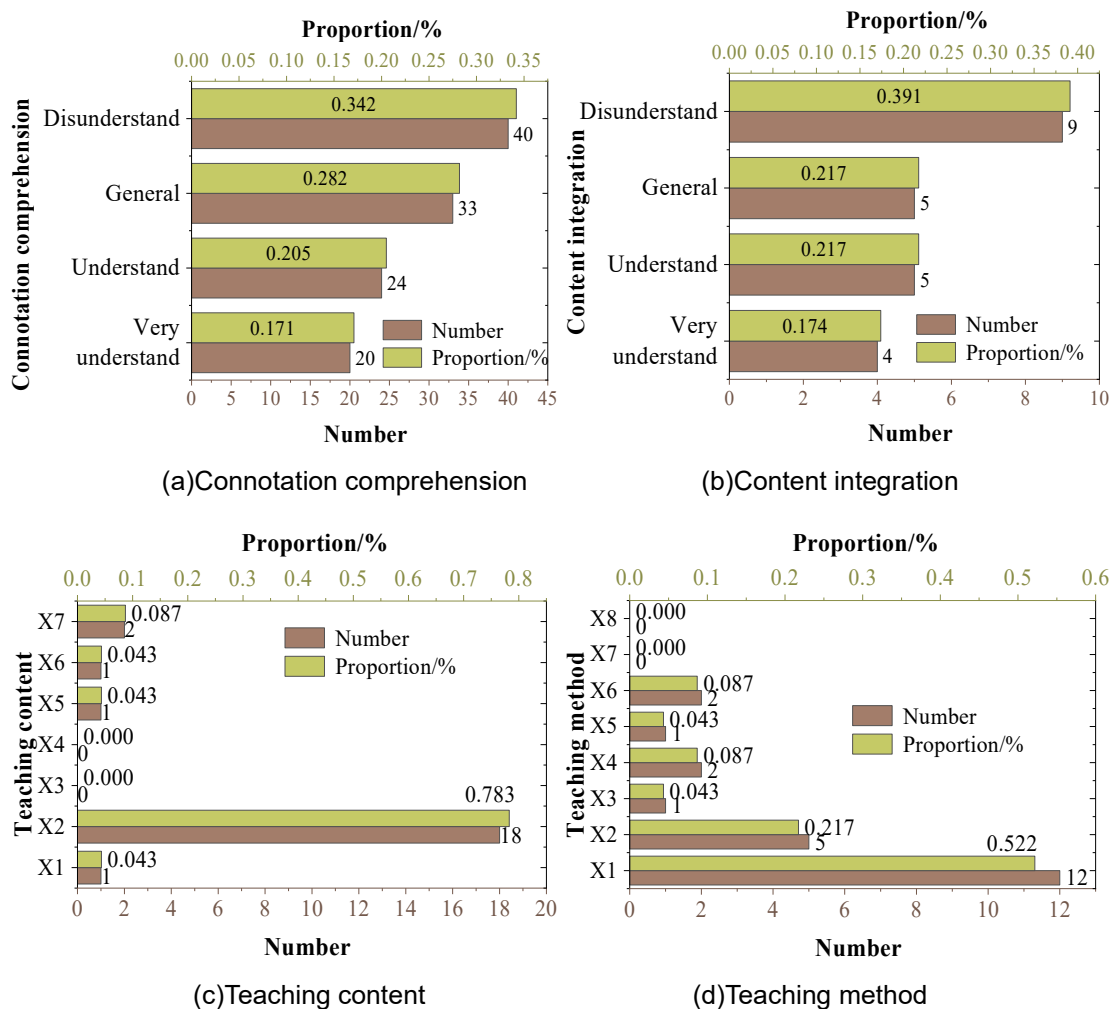


Figure 1: The results of the ideological and political education survey in sports teaching

III. Intelligent Path of Civic and Political Education Elements in Physical Education Teaching

Based on the understanding of the issue of Civic Education in Sport Science, this chapter utilizes Qualitative Comparative Analysis (QCA) to explore the different grouping configurations among the variables to construct an intelligent pathway for the Civic Education element of Sport Teaching and Learning.

III. A. QCA methodology

QCA is a new methodology for case study research that connects qualitative and quantitative analysis, excels in causal complexity analysis, evaluates the causal relationship between different combinations of causal conditions leading to the same outcome, and is applicable to small and medium samples (5-50). Moreover, QCA introduces set theory methods into social surveys. Since social theories are mostly formulated in words, and the nature of words belongs to set theory, QCA is more stable in analyzing set relationships. Unlike traditional quantitative methods, QCA makes theories very closely related.

In QCA, a case is a whole, which can be understood as a structure of conditions rather than a stack of variable scores. In this context, how the cause variables are identified and how the outcome variables are selected is the focus, and the cause variables should be used as essential elements to examine how they affect the outcome variables. Once the cause conditions have been identified, it is necessary to examine cases to check whether they are consistent with the outcome variable. If in most cases the cause condition and the outcome variable do not match, this indicates that the cause variable was not identified accurately. Cases where the same cause variable leads to different outcomes are carefully examined, and once the appropriate cause condition is identified, a truth table and Boolean simplification can be made from the case data. The truth table includes the values of independent variables and dependent variables, and the Boolean simplification is to simplify the condition combination data into a simple and clear form.

(1) Explicit set analysis

QCA is based on Boolean algebra with binary encoding. There are two conditions in Boolean algebra, true (appearing) and false (not appearing), with 1 indicating true (appearing) and 0 indicating false (not appearing). First, the simple process of set QCA is clarified, i.e., identifying relevant cases, determining cause conditions and outcome variables, constructing truth tables and solving contradictory problems, truth table analysis, and evaluating results. Second, Boolean simplification, i.e., simplifying complex expressions to make them simple and clear expressions. Specifically, in two Boolean expressions, if there is a different cause condition but the result is the same, then the cause condition is irrelevant and can be removed to form a more concise combined expression. In the Boolean simplification process, simplification can not be stopped until there is no room for simplification.

(2) Truth table

Truth table is a combination of various conditions associated with the result of the data table, the combination of the following forms:

1) "1" combination, the result variable value is [1].

2) "0" combination, the result variable value is [0].

3) Combinations in which the outcome is [C], i.e., contradictory combinations. Contradictory combinations result in some cases with a result of [0] and others with a result of [1]. This is a logical contradiction that must be resolved before empirical testing.

(3) Consistency and Coverage

There are two indicators to measure the calculation results of qualitative comparative analysis methods, namely consistency and coverage. In general, if the consistency and coverage reach 0.8 or more, the correlation is better. Consistency indicates how closely the subsets are related to each other and is considered identical if it is 0 or 1, while 0.5 is not identical at all. In explicit sets, the consistency score should ideally be close to 1.0; if it is less than 0.75, it indicates that there is an inconsistency, and then the subset relationship is difficult to prove. In general, 0.8 is the critical value.

Coverage evaluates the ratio of the number of combinations of cause conditions to the resultant cases, and if there are several different combinations of cause conditions that lead to the same result, then the coverage of these combinations of cause conditions will be small. So coverage measures empirical relevance, while consistency evaluates the extent to which the case results agree with the cause conditions.

III. B. Modeling and Study Design

III. B. 1) Modeling

This study starts from a structural perspective, comprehensively combining multiple antecedent variables belonging to policy orientation, civic resources, cultivation programs, subject synergy, and perfect mechanism, and constructs a model of the influencing factors of the path of realizing the integration of elements of civic education into physical education teaching as follows:

Policy-oriented value leadership: national strategy and policy documents X1, consolidating the foundation of ideals and beliefs X2, practicing socialist core values X3.

Developing resources for sports ideology and politics: mining the elements of sports curriculum ideology and politics X4, formulating strategies for curriculum resources development X5, developing explicit and implicit resources X6, and building a platform for resource sharing X7.

Developing professional training programs: designing the teaching system of curriculum Civics and Politics X8, developing lesson plans X9, deepening the reform of teaching materials and methodology X10, integrating curriculum Civics and information technology X11, improving the level of teaching staff X12, enhancing students' practical experience X13.

Collaborative education by multiple subjects: social, school and family collaboration X14, teacher-student collaboration X15, and inter-school collaboration X16.

Improve the mechanism and focus on implementation: establish a leadership mechanism by the party committee of the university X17, form a multidisciplinary exchange and interaction mechanism X18, improve the evaluation, incentive and feedback mechanism X19, and implement the goals and requirements of the sports curriculum civic politics X20.

III. B. 2) Research design

Online and offline questionnaires were distributed to physical education teachers and sport-related administrators in 10 colleges and universities in a certain region. In order to avoid some research subjects responding to the questionnaires indiscriminately in practice, telephone interviews and e-mail exchanges were conducted with all the respondents, and 150 valid questionnaires were finally recovered. In order to improve the validity of the study, based on the basic principle of "triangulation method", the data were further screened and cleaned, and 20 highly representative cases were finally selected for QCA analysis.

III. C. Findings and analysis

The fuzzy affiliation scores of the research data were imported into the fsQCA analysis software to analyze the conditional grouping of the influencing factors of the sub-variables in each of the outcome variables, and to set the consistency threshold at 0.8 and the case threshold at 1. With reference to the two key indicators of Consistency and Coverage generated by the software analysis, in-depth research was carried out on the integration of the elements of ideology and political education into physical education teaching.

III. C. 1) Analysis of necessary conditions

With the help of fsQCA software, the grouping of 20 variables with 5 antecedent variables was analyzed for necessary conditions, and the results of necessary conditions detection are shown in Figure 2. The results show that practicing socialist core values X3 is a necessary condition for the policy-oriented value leadership group, and its consistency and coverage are 0.93 and 0.88, both greater than 0.8.

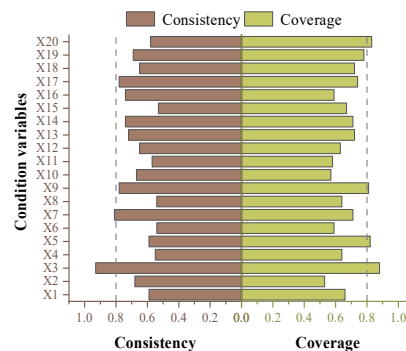


Figure 2: Necessary condition detection results

III. C. 2) Conditional configuration analysis

(1) Grouping analysis of policy-oriented value leading

The group state results of policy-oriented value leading are shown in Table 1. "●" represents the existence of core conditions, "●" represents the existence of marginal conditions, "⊗" represents the absence of core conditions, and "⊗" represents the absence of marginal conditions, the same below. There are five sufficient solutions greater than the PRI threshold of 0.75, covering 95.8% of the samples of policy-oriented value-led cases, of which solution 3 covers 82.8% of this set of samples. The analysis shows that practicing socialist core values X3 has now become an important influence on the path of realizing the integration of elements of political thinking education into physical education teaching.

Table 1: The configuration result of the policy-oriented values

Condition variable	Configuration solution				
	Solution 1	Solution 2	Solution 3	Solution 4	Solution 5
X1	⊗		●	⊗	⊗
X2	⊗	⊗		⊗	●
X3	●	●	●	●	●
Consistency	0.921	0.914	0.828	0.937	0.935
Raw coverage	0.544	0.591	0.828	0.545	0.432
Unique coverage	0.011	0.002	0.434	0.037	0.014
Overall solution consistency	0.883				
Overall solution coverage	0.958				

(2) Analysis of the configuration of developing sports ideology resources

The grouping results of developing sports ideological and political resources are shown in Table 2. There are five adequate solutions, covering 83.2% of the case samples of developing sports ideology and politics resources. Among them, solution 3 covers more than 70% of this set of samples. The analysis shows that the comprehensive excavation of the sport curriculum's Civic and political elements X4, the formulation of curriculum resource development strategies X5, and the building of resource sharing platforms X7 have become a necessary path for the realization of the path of Civic and political education integration into sport teaching. However, the development of explicit and implicit resources X6 has not yet become the preferred condition for the development of sports Civic and Political resources in most colleges and universities.

Table 2: The configuration result of developing the thought and political resources of sports

Condition variable	Configuration solution				
	Solution 1	Solution 2	Solution 3	Solution 4	Solution 5
X4		●	●	⊗	
X5	⊗	⊗	●	●	⊗
X6	●	⊗			●
X7	⊗	●	●	●	⊗
Consistency	0.937	0.917	0.932	0.931	0.853
Raw coverage	0.479	0.508	0.706	0.439	0.426
Unique coverage	0.028	0.026	0.022	0.011	0.010
Overall solution consistency	0.943				
Overall solution coverage	0.832				

(3) Grouping analysis of formulating professional training programs

The grouping results of formulating professional training programs are shown in Table 3. 7 sufficient solutions cover 86.4% of the case samples of formulating professional training programs, of which solution 1 covers 65.9% of this set of samples. Among them, factors such as the design of the curriculum's Civics teaching system X8, improving the level of university teachers X12, and strengthening the practical experience of university students X13 are important factors in the realization path of Civics education into physical education.

Table 3: The configuration result of developing the professional training plan

Condition variable	Configuration solution					Solution 6	Solution 7
	Solution 1	Solution 2	Solution 3	Solution 4	Solution 5		
X8	●	●	●	●	●	⊗	●
X9	●	⊗	●	⊗	●		●
X10	●		⊗	⊗	⊗	⊗	⊗
X11		⊗		●	⊗	●	●
X12	●	●	⊗	●	●	●	●
X13	●	●	⊗	⊗	⊗	●	⊗
Consistency	0.935	0.916	0.891	0.951	0.959	0.885	0.956
Raw coverage	0.659	0.404	0.361	0.437	0.457	0.409	0.434
Unique coverage	0.252	0.028	0.014	0.015	0.010	0.022	0.018
Overall solution consistency	0.949						
Overall solution coverage	0.864						

(4) Grouping analysis of multiple subjects' collaborative parenting

The grouping results of multiple subjects' collaborative parenting are shown in Table 4. There are four sufficient solutions greater than the PRI threshold of 0.75, covering 80.8% of the case samples of multiple-subject synergistic parenting, of which solution 2 and solution 3 cover more than 50% of this set of samples, respectively. Social-school-family synergy X14 and teacher-student synergy X15 have a greater impact on physical education and civic education.

Table 4: The configuration result of multiple subjects collaborative education

Condition variable	Configuration solution			
	Solution 1	Solution 2	Solution 3	Solution 4
X14	●	●	●	
X15	●	●	⊗	⊗
X16	⊗	●	●	●
Consistency	0.933	0.866	0.937	0.921
Raw coverage	0.424	0.553	0.545	0.459
Unique coverage	0.011	0.020	0.015	0.022
Overall solution consistency	0.869			
Overall solution coverage	0.808			

(5) Analysis of the grouping of improving the mechanism for investing in the implementation of the mechanism

The results of the grouping of improving the mechanism of focusing on implementation are shown in Table 5. 5 solutions cover 90.4% of the samples of the cases of improving the mechanism of focusing on implementation, and solution 5 has the largest coverage rate of 66.8% among them. Improving the evaluation, motivation and feedback mechanism X19 and implementing the objectives and requirements of the sports curriculum X20 is the way to realize the path of integrating Civic Education into sports teaching.

Table 5: The configuration result of implementation of perfect mechanism

Condition variable	Configuration solution				
	Solution 1	Solution 2	Solution 3	Solution 4	Solution 5
X17		●	⊗	●	
X18	⊗	⊗	●	●	●
X19	⊗	●	⊗	●	●
X20	●	⊗	●	⊗	●
Consistency	0.914	0.926	0.912	0.905	0.916
Raw coverage	0.393	0.406	0.492	0.411	0.668
Unique coverage	0.015	0.010	0.011	0.018	0.039
Overall solution consistency	0.917				
Overall solution coverage	0.904				

IV. Multidimensional Adjustment Strategies for Civic and Political Education in Physical Education Teaching

Based on the previous investigation of the problem of Civic Education in Physical Education and the analysis of the intelligent path of the factors of Civic Education in Physical Education, the adjustment strategy for the integration of Civic Education in Physical Education is proposed from a multi-dimensional perspective.

IV. A. Strengthening awareness and capacity building in Civic Education

In the teaching of physical education in colleges and universities, teachers should deepen their understanding of the ideology and politics of the curriculum, and pay attention to the knowledge of the ideology and politics of the physical education curriculum while focusing on the teaching of technology and skills, as well as positively and actively guiding the students' thoughts. At the same time, starting from strengthening the educators' own quality, the professional capacity building of ideological and political education for students is strengthened. By analyzing the problems such as the inadequacy of college physical education educators' knowledge of the ideology and politics of physical education courses and the lack of corresponding theoretical research and practical operation



experience, it is proposed to strengthen the construction of the ideology and politics of physical education courses and to improve the teachers' professional qualities and teaching ability.

IV. B. Clarifying Teaching Objectives and Enriching Moral Education Content

Strengthen the interpretation of the objectives of the traditional physical education curriculum, and carry out a deeper analysis and refinement of the political thinking point in the physical education teaching in colleges and universities. Integrating the goal of will quality into traditional physical education can not only maintain physical and mental health, but also better integrate into society. In addition, the focus of ideological and political education in physical education is fully explored and its effective content is refined. Under the perspective of ideological and political education system, it is summarized and integrated so as to constitute a system in order to improve the quality and effect of the ideological and political education of sports courses in colleges and universities. Sports and ideological and political education is a co-existing relationship, and the content of sports teaching in colleges and universities should be selected to establish a sound system of teaching materials for ideological and political education for college and university students.

IV. C. Reform of the assessment system for traditional physical education courses

Adding elements of ideological and political education assessment to the assessment and evaluation system for educators. So far, the assessment system of physical education educators is determined by their workload and teaching quality. In their evaluation system, there is a lack of comprehensive evaluation points for ideological and political factors, or the evaluation does not account for a high proportion, and the evaluation factor of ideological and political education needs to be further introduced. For example, when evaluating college students, knowledge related to ideology and politics is used as a pilot test.

IV. D. Promote the reform of physical education programs in colleges and universities

Promote the integration of physical education teaching and extracurricular activities. In terms of teaching content, the combination of theory and practice should be strengthened in physical education teaching to broaden the perspective of physical education teaching in colleges and universities. In the physical education teaching in colleges and universities, teaching should be tailored to the characteristics of each specialty. Extracurricular sports is the expansion of physical education in colleges and universities. Carrying out extracurricular sports competitions can make college students establish correct concepts of honor and disgrace, set up good moral concepts and strengthen their will quality.

IV. E. Strengthening the sports culture on campus

Strengthening the construction of sports culture on campus, so that school sports culture is integrated with ideological and political education. By organizing sports festivals and photo exhibitions on sports themes, a sports atmosphere is created so that students are given intangible influence and guidance in their studies and lives, forming the concept of health first and gradually developing the idea of lifelong sports. Mobilize students' motivation to learn, provide them with opportunities and stages to show themselves, and make them build up their self-confidence. From the perspective of holistic education, school sports and moral education resources should be constantly enriched to achieve the teaching purpose through the unique way of sports.

V. Conclusion

Physical education in colleges and universities is an important disciplinary component of students' physical exercise under quality education. This study investigates the development of Civic and political education in college physical education, utilizes qualitative comparative analysis methods, explores the intelligent path of integration of physical education and Civic and political education elements, and proposes a multi-dimensional adjustment path of Civic and political education in physical education.

At present, the majority of students do not have enough understanding of the connotation of sports ideology and politics, accounting for 62.4%, more than 60% of physical education teachers are weak in the close integration of ideology and politics education with the content of the physical education curriculum, 78.3% of the teaching content is focused on physical education knowledge and skills, and nearly 80% of the teaching is still using the traditional teaching methods. The analysis shows that the development of Civic Education in PE teaching still shows insufficient in the understanding of the connotation of Civic Education in PE, the ability of Civic Education of PE teachers, the Civic Education content of PE courses, and the teaching methods of PE.

Conditional group state analysis obtained multiple adequate solutions in five aspects, namely, policy orientation, civic resources, cultivation program, subject synergy, and improvement mechanism, with a coverage rate of 80.8%

to 95.8%, identifying the practice of socialist core values, excavation of civic elements of physical education curriculum, formulation of curriculum resource development strategy, building of resource sharing platform, design of curriculum civic teaching system, and upgrading of college faculty level, Strengthening the practical experience of college students, social-school-family synergy, teacher-student synergy, improving the assessment incentive and feedback mechanism, and implementing the goals and requirements of the sports curriculum civics, and other important influencing factors.

The proposed multidimensional adjustment path for the integration and development of physical education and ideological and political education is as follows: (1) strengthen the ideological and political education awareness and capacity building of physical education educators, (2) clarify the teaching purpose of physical education classes and enrich the moral education content of physical education classes, (3) reform the traditional physical education curriculum assessment system and integrate the ideological and political assessment in physical education classes, (4) promote the reform of college physical education curriculum and build a physical education ideological and political education platform, (5) strengthen the construction of campus sports culture, so that the school sports culture and ideological and political education into one.

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