

The Influence of Physical Exercise on College Students' Mental Health from The Perspective of Political Education

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Abstract

This study examines the impact of parental support and course teachers on students' physical exercise behavior. It aims to provide insights for improving the physical education curriculum and enhancing its effectiveness. The purpose of using a Political education perspective in guiding physical education in colleges and universities is to assess the influence of physical education on college students' mental health and provide relevant information for physical education programs in these institutions. A random sampling method was used to survey 1000 college students in A City. The mental health of college students was assessed using the List 90 (SCL-90) developed by L.R. Derogatis, and their physical performance was evaluated using the Physical Performance Test (par-3) conducted by Liang Deqing and colleagues. The results were analysed. Statistically significant differences were found between the experimental and control groups in compulsion, interpersonal relationships, depression, hostility, fear, disorder, and emotion. Physical exercise showed a strong correlation of 91.7% with college students' mental health. By analysing the disparities, it is evident that various forms of physical education exert distinct impacts on mental well-being. The Political education perspective positively influences the guidance of college students' physical exercise. Regular physical exercise significantly benefits the overall health of college students, with a notable emphasis on its positive impact on their mental well-being. Firstly, broaden the scope of the study population and enhance the diversity of the research sample. While there is a substantial body of research on exercise behaviour among college students and adults, there is a scarcity of studies focusing on exercise behaviour among middle school children, particularly in the middle school age group. This study will contribute to the research field of exercise behaviour and expand the research group's scope. Secondly, interdisciplinary research. Physical exercise behaviour is a concern in both physical education and sociology. Children's mental health issues involve multiple disciplines, including psychology, sociology, economics, and demographics. Combining the two requires interdisciplinary knowledge to explain mechanisms and influencing factors comprehensively and reasonably.

Keywords: Political Education Perspective; Physical Exercise; College Students' Mental Health; Influence.

Introduction

The ideological and political education in the physical education curriculum is a process that deeply explores the values, moral goals, cultures, and behaviours within the curriculum. It aims to develop students' talents through classroom teaching, training, organising competitions, and practice. Currently, college students often experience psychological problems, which are quite common and concerning. Researchers have extensively studied the mental health of college students in various ways in recent year (Zhang, 2020).

Research indicates that current college students have concerns about their mental health. College students experience psychological problems to varying degrees due to various reasons. College students may experience

psychological anxiety, irritability, self-abandonment, and abnormal behaviours, including severe psychological obstacles (Zheng et al., 2022). Research on college students' mental health is urgent. Currently, many college students are only children. Their parents excessively pamper them, leading to tendencies of dependency, lack of independence, self-centeredness, and weak willpower. After the college entrance examination, students experience reduced academic pressure and have a positive psychological state due to their anticipation of college life. Entering university brings about significant changes in both the environment and one's role. The contrast between past dependence and the current new environment can cause psychological discomfort.

Factors contributing to rising prices include increased expenses for students in areas such as food, clothing,

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and communication, as well as the psychological impact of pursuing fashion and famous brands. Some poor families are excessively consumptive and showy. The belief that "love is a mandatory aspect of college life" among current college students has long-term effects on students' mental health. Emotional problems in love can easily affect the mental health of college students due to their immaturity. Junior and senior students face pressure from postgraduate entrance exams and employment.

The primary determinants impacting the mental well-being of college students are as follows: College students exhibit greater emotional volatility and instability compared to adults, particularly when confronted with emergencies or significant personal events. They are particularly susceptible to fluctuations in psychological functioning. Zhang (2021) found that physical exercise has a limited but positive impact on reducing psychological problems among students. Physical exercise promotes physical health, increases energy levels, and enhances self-confidence.

Physical exercise enhances lung ventilation and cardiac output, leading to increased blood circulation throughout the body. This, in turn, improves blood supply and oxygen delivery to the brain, resulting in enhanced cognitive function, including increased mental clarity, faster thinking, and improved memory in students. Regular exercise has been shown to increase the production of dopamine and endorphins, resulting in improved mood and reduced symptoms of depression and tension; Participating in sports competitions can directly enhance students' sense of achievement, while experiencing failure can enhance their resilience in overcoming setbacks. Geographical factors limit the students' ability to communicate. Engaging in physical exercise can effectively broaden their communication environment and enhance their communication abilities.

Since 2014, China has witnessed more than 230 million population movements, particularly during the Spring Festival and the subsequent return journey following the holiday. According to a report, 31 provinces and cities in China have witnessed substantial population mobility, resulting in a considerable number of left-behind children in each region. In accordance with the 2010 census, China had over 60 million left behind children, accounting for more than one-fifth of the total population of children under the age of 15 in the country. In rural regions, the percentage is notably higher, and in certain isolated counties with significant agricultural

communities, it surpasses 50%.

College students primarily engage in physical exercise through group activities. During exercise activities, students can engage in face-to-face communication. Students can decrease hostility and enhance interpersonal relationships over an extended period. Frequent participation in physical exercise is positively associated with enhanced interpersonal communication skills among students. The impact of varying levels of physical exercise intensity on the mental health of college students. Physical exercise has a beneficial effect on mental health, with varying intensities of exercise having differing levels of impact on mental well-being (Si, 2022).

The school environment is an educational setting. The educational environment in which students participate in academic pursuits and extracurricular activities. In a general sense, it encompasses all elements that impact students' growth within an educational institution, such as instructional methods, extracurricular engagements, facilities, and school ethos. In a specific sense, it encompasses all subconscious elements that impact students' growth, excluding instructional and educational activities.

It can be categorised into two distinct groups: (1) material environment. Including the arrangement of school structures, classrooms, labs, library organisation and administration, sports field design, road layout, campus landscaping, and dormitory supervision, etc. (2) The spiritual environment. Encompassing political public opinion, academic environment, school ethos, and scholarly ambiance. The educational environment exerts a nuanced influence on the physical and mental growth of pupils. A clean, elegant, cohesive, and stimulating environment can foster a positive and progressive mindset among students. Figure 1 demonstrates that an unclean, indecent, and permissive atmosphere can readily foster negative ideological, moral, and behavioural patterns among students.

Physical exercise utilises the natural environment and incorporates tailored training programmes to provide students with opportunities to face psychological challenges, develop perseverance, regulate their physical and mental well-being, comprehend the importance of teamwork, enhance their sense of participation and responsibility towards the collective, improve interpersonal relationships, foster empathy, and collaborate more effectively within groups to enhance problem-solving abilities. This approach effectively enhances psychological well-being and social adaptability, making it highly valuable for talent cultivation.

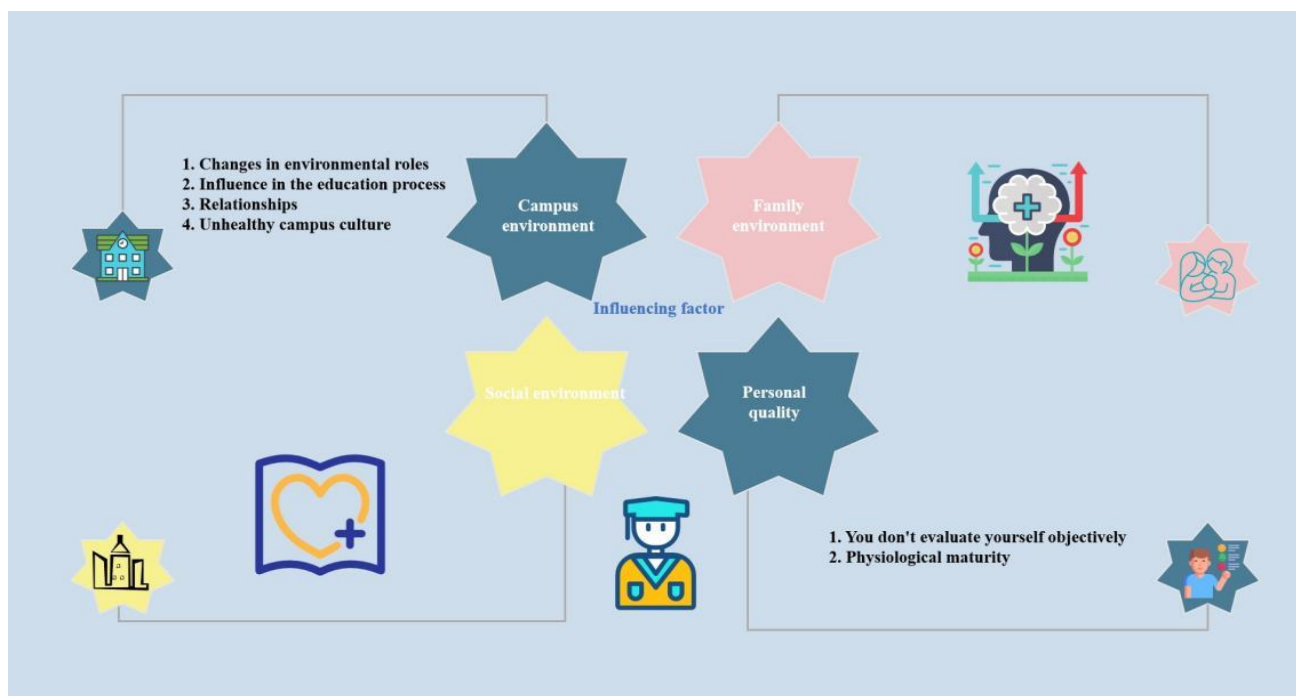


Figure 1. Factors Affecting the Psychological Quality of Contemporary College Students.

Literature Review

In college physical education courses, it is essential to incorporate the historical origins and practical scope of moral and character development as the foundation for ideological and political education. Additionally, it is crucial to consider the significant practical implications of fostering morality and character development. It is imperative to elucidate the challenges encountered in the ideological and political aspects of college physical education courses and leverage their unique characteristics to effectively fulfil the educational objective of fostering moral values and personal development. The teaching approach for physical education courses in universities, following traditional methods, tends to be informal. It prioritises student activity and freedom but lacks proper guidance on physical education content and explanations of professional knowledge in the field.

There is a lack of understanding regarding the educational significance of physical education courses in universities, and there is also a failure to adequately facilitate student learning and comprehension of the pertinent knowledge in these courses. Physical education courses are predominantly perceived as recreational and leisure activities. The failure to acknowledge the educational significance of physical education courses in shaping students' ideological values. In the context of teaching physical education courses at universities, it is important to establish a rational and effective integration of teaching content and curriculum-based ideological and political education. This integration

serves the purpose of not only transmitting the essence and meaning of physical education to students but also fostering their acceptance of ideological education. The main trend of ideological and political education in China is not only significant but also a crucial aspect of the current socialist core values in the country.

The physical education curriculum reform in Chinese universities has led to changes in the requirements for students' physical fitness in different universities. In addition to meeting the standards for annual physical fitness and sports testing, students are required to fully acquire the fundamental skills and professional competencies associated with their chosen sports projects. The primary aim of physical education courses in universities is to foster moral character and develop individual skills. Students can acquire sports knowledge and develop an understanding of the principles and values inherent in sports through a diverse range of physical education courses offered at universities. The popular Chinese women's volleyball spirit is a significant aspect of China's sports spirit. It plays a crucial role in promoting the fundamental principles of physical education curriculum teaching in universities, particularly in terms of ideological and political education. This spirit aims to comprehensively educate students at various universities, fostering their overall qualities. Additionally, it serves as a vital means of cultivating students' future core values. This highlights the significance of incorporating ideological and political education within college physical education courses.

Hong, M. conducted a study investigating the intermediary function of social support and loneliness in the relationship between college students' self-identity and internet addiction. The sample consisted of 364 Chinese university students, with 66.50% being female. The average age of the participants was 20.21 years, with a standard deviation of 1.51 years. The students conducted measures using the Self-Identity Status Scale, Social Support Scale, University of California, Los Angeles Loneliness Scale, and Internet Addiction Scale. The findings indicated that self-identity, namely in terms of the desire to participate in the future self and the desire to participate in the current self, had a substantial predictive impact on internet addiction (Hong, Dyakov, & Zheng, 2021).

Similarly, Yang, Y., conducted a study that integrated the Analytic Hierarchy Process (AHP) with physical fitness training modes to develop a university sports health evaluation model. In 2019, a sample of 20 students from various academic disciplines at X University was chosen as the experimental group. One group consisting of 10 students adheres to the traditional physical education curriculum model, while the other group, also comprising 10 students, integrates physical fitness training into their physical education curriculum. A thorough examination was performed on the physical health assessment scores of two cohorts of university students prior to and following the experiment, utilising a well-established health evaluation framework. The findings suggest that there has been an improvement in the overall physical health scores of students in Group A (Yang & Liu, 2021).

Expansion training is a form of training that takes place in a natural environment and involves specially designed, challenging programmes. Its purpose is to provide students with opportunities to face psychological challenges, develop their perseverance in overcoming difficulties, regulate their physical and mental well-being, comprehend the importance of group dynamics, enhance their sense of participation and responsibility towards the collective, improve interpersonal relationships, learn to show care, and collaborate more effectively with groups to enhance their problem-solving skills. This approach is considered effective in promoting the enhancement of students' psychological well-being and social adaptability, and it holds significant value in talent cultivation. Numerous nations have integrated this athletic activity into their educational programmes, specifically within the domain of physical education. These countries have also formulated comprehensive strategies to ensure its inclusion at all levels of schooling. Only a small number of universities in China have begun to implement this sport.

Research Methods

Research Object

This study utilised the "Mental Health Scale for Middle School Students" and the "Survey Questionnaire on Physical Exercise Status of Middle School Students" as the assessment instruments. The guidelines and survey questionnaire for assessing the physical exercise status of middle school students were modified to improve participant comprehension, facilitate data collection and processing, and ensure ease of completing the test items. These modifications were based on the research questions. The formal experimental process consists of two components: the presentation of relevant information by the experimenter (in this case, the teacher) and the administration of the formal test. Once the explanation is concluded, the teacher administers the questionnaire to the students and conducts the test in the classroom immediately, subsequently collecting the completed questionnaires. The questionnaire test typically lasts for 20–30 minutes.

The test will collect demographic information from the subjects through a questionnaire, including gender, age, intention to stay (yes/no), and family structure (only child, child). The questionnaire is completed anonymously to promote truthful responses from participants and facilitate the smooth progress of the testing process.

The author conducts a case study on the impact of various types of physical education on the mental health of college students. They administer a comprehensive and voluntary questionnaire to students from local colleges to gather data. A survey was conducted to collect 970 questionnaires from a sample of 1000 students. The recovery rate and effective rate were 97% and 95.5%, respectively. The rate of effectiveness was 95.5%. The participants in the study were between the ages of 18 and 23, with an average age of 19.76 ± 2.27 years.

Research Methods

The survey utilised the Symptom Checklist 90 (SCL-90), a tool developed by L.R. Derogatis. Currently, this scale is globally recognised as the most extensively used tool for identifying mental disorders and illnesses. It consists of 90 items that are categorised into nine factors: F1 somatization, F2 compulsion, F3 interpersonal sensitivity, F4 depression, F5 anxiety, F6 hostility, F7 terror, F8 delusion, and F9 psychosis. The scale was assessed using a five-point scoring system, with scores ranging from 1 (asymptomatic) to 5 (serious). The symptom checklist, known as SCL-90, consists of the following items:

Guidance: The following is a compilation of potential inquiries that individuals may possess. Please thoroughly review each question and indicate the level of impact each

situation has had on your emotions in the past week. Among them, select 1 for "none", 2 for "very light", 3 for "medium", 4 for "heavy", and 5 for "severe".

1. Headache. 1-2-3-4-5
2. Nervous and insecure. 1-2-3-4-5
3. Unnecessary thoughts or words hovering in the mind. 1-2-3-4-5
4. Dizziness or fainting. 1-2-3-4-5
5. Decreased interest in the opposite sex. 1-2-3-4-5
6. Be accountable to others. 1-2-3-4-5
7. Feel that others can control your thoughts. 1-2-3-4-5
8. Blame others for causing trouble. 1-2-3-4-5
9. Forgetfulness is high. 1-2-3-4-5
10. Worried about the neatness of one's clothing and proper demeanour. 1-2-3-4-5
11. Easy to worry and get excited. 1-2-3-4-5
12. Chest pain. 1-2-3-4-5
13. Fear of open spaces or streets. 1-2-3-4-5
14. Feel a decrease in energy and activity. 1-2-3-4-5
15. Wanting to end one's own life. 1-2-3-4-5
16. Hear a voice that others cannot hear. 1-2-3-4-5
17. Trembling. 1-2-3-4-5
18. I feel that most people are untrustworthy. 1-2-3-4-5
19. Poor appetite. 1-2-3-4-5
20. Easy to cry. 1-2-3-4-5
21. Feeling shy and uncomfortable when interacting with the opposite sex. 1-2-3-4-5
22. Feeling deceived, trapped, or someone trying to catch you. 1-2-3-4-5
23. Suddenly feeling scared for no reason. 1-2-3-4-5

24. I lose my temper uncontrollably. 1-2-3-4-5
25. Afraid of going out alone. 1-2-3-4-5
26. Often blame oneself. 1-2-3-4-5
27. Low back pain. 1-2-3-4-5
28. Feeling difficult to complete the task. 1-2-3-4-5
29. Feeling lonely. 1-2-3-4-5
30. Feeling depressed. 1-2-3-4-5
31. Excessive worry. 1-2-3-4-5
32. Not interested in things. 1-2-3-4-5
33. Feeling scared. 1-2-3-4-5
34. Your emotions are easily hurt. 1-2-3-4-5
35. Others can know your private thoughts. 1-2-3-4-5

Statistical Analysis

The collected questionnaire and scale data were input and conducted for statistical analysis, including descriptive statistical analysis in each sample, and then input into SPSS 20.0 statistical software for processing. Descriptive analysis ($\bar{x} \pm s$), t-test, and analysis of variance were used.

Results

The comparison of the control group and the experimental group before and after intervention revealed no statistically significant differences in all factors between the two groups ($P > 0.05$). However, significant differences were observed in factors such as compulsion, interpersonal relationships, anxiety, fear, and negative correlation between the intervention group and control group ($P < 0.05$). Specifically, the difference in depression and hypocrisy was found to be statistically significant ($P < 0.01$), as indicated in [Table 1](#).

Table 1

Comparison of SCL-90 Scores of College Students in Physical Exercise Before Intervention

		Somatization	Enforce	Interpersonal Relation	Depressed	Feel Anxious	Hostile	Fear	Vain Hope	Psychopathic
Before Intervention	Control Group	1.78±0.46	2.99±0.28	2.85±0.32	2.33±0.14	2.54±0.35	2.83±0.36	2.24±0.38	2.47±0.22	2.20±0.17
	Experimental Group	1.82±0.39	2.79±0.33	2.78±0.15	2.33±0.39	2.54±0.28	2.83±0.17	2.24±0.22	2.47±0.35	2.20±0.21
	T	1.74	0.19	1.44	0.82	1.83	1.57	0.86	0.55	1.11
	P	0.11	0.88	0.17	0.51	0.06	0.12	0.41	0.63	0.28
After Intervention	Control Group	1.72±0.26	2.79±0.47	2.85±0.45	2.33±0.37	2.54±0.51	2.83±0.47	2.24±0.23	2.47±0.26	2.20±0.57
	Experimental Group	1.31±0.54	1.57±0.46	1.61±0.65	1.46±0.52	1.35±0.52	1.42±0.55	1.23±0.44	1.37±0.28	1.25±0.45
	T	1.25	2.65	2.97	3.36	1.12	3.1	2.32	3.93	1.55
	P	0.31	0.02	0.02	0.00	0.31	0.00	0.03	0.01	0.17

Out of the total 36 correlation coefficients examined, 33 exhibited statistical significance. Among these, 8 coefficients were found to be significant at a significance level of 0.05, while 25 coefficients were

highly significant at a significance level of 0.01. The correlation coefficient between physical exercise and mental health was found to be 91.7% (see [Table 2](#) and [Figure 2](#)).

Table 2

Correlation Analysis Between Physical Exercise and Mental Health of College Students.

	Somatization	Enforce	Interpersonal Relation	Depressed	Feel Anxious	Hostile	Fear	Vain Hope	Psychopathic
Take Part in Exercise	0.034	0.057	0.087	0.107	0.115	0.104	0.069	0.076	0.103
Exercise Intensity	0.137	0.164	0.179	0.165	0.215	0.148	0.145	0.127	0.165
Exercise Time	0.006	0.004	0.031	0.028	0.051	0.051	0.022	0.03	0.008
Exercise Frequency	0.004	0.065	0.09	0.126	0.113	0.11	0.023	0.074	0.04

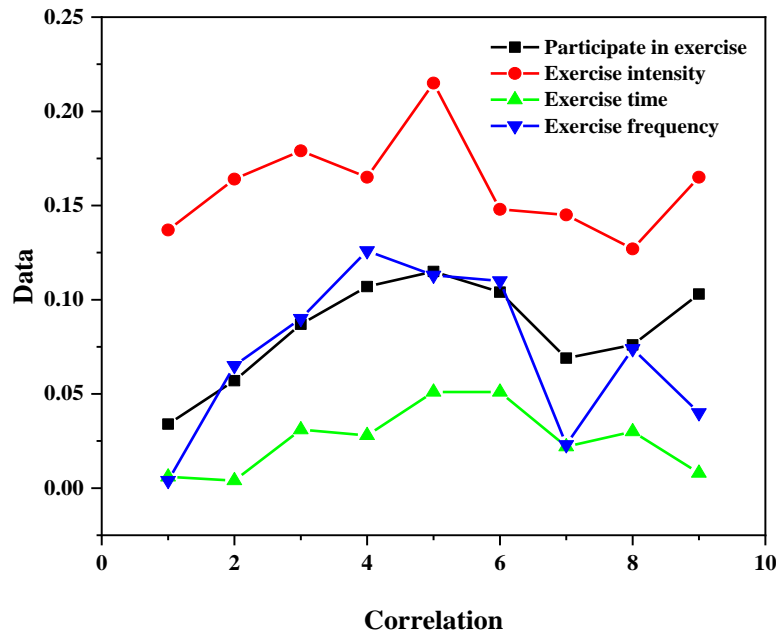


Figure 2. Correlation Analysis and Comparison Between Physical Exercise and College Students' Mental Health.

The study examined the impact of physical exercise at varying intensities on the mental well-being of college students. It was discovered that moderate-intensity physical exercise had a

significantly more positive effect on the mental health of college students compared to both the low-intensity and high-intensity groups ($P < 0.01$), as indicated in Table 3.

Table 3

Comparison of SCL-90 Scores of College Students With Different Intensity of Physical Exercise Before and After Intervention.

	Somatization	Enforce	Interpersonal Relation	Depressed	Feel Anxious	Hostile	Fear	Vain Hope	Psychopathic	
Before Intervention	Small Intensity Group	1.79±0.13	2.93±0.13	2.65±0.14	2.35±0.28	2.34±0.28	2.78±0.26	2.34±0.29	2.52±0.28	2.16±0.2
	Medium Strength Group	1.81±0.29	2.78±0.53	2.76±0.16	2.13±0.23	2.31±0.33	2.61±0.2	2.19±0.41	2.46±0.29	2.31±0.19
	High Strength Group	1.81±0.26	2.79±0.32	2.63±0.12	2.37±0.32	2.37±0.37	2.81±0.18	2.28±0.3	2.51±0.2	2.27±0.24
	T	0.86	0.58	0.85	0.59	0.62	0.67	0.69	0.57	0.56
	P	0.15	0.62	0.32	0.56	0.52	0.41	0.38	0.66	0.72
After Intervention	Small Intensity Group	1.35±0.25	1.59±0.16	1.58±0.44	2.35±0.28	1.35±0.55	1.45±0.26	1.21±0.29	1.37±0.28	1.27±0.27
	Medium Strength Group	1.18±0.33	1.37±0.52	1.46±0.36	1.27±0.33	1.13±0.27	1.37±0.38	1.05±0.22	1.26±0.39	1.13±0.29
	High Strength Group	1.31±0.34	1.51±0.32	1.55±0.38	1.37±0.39	1.27±0.36	1.41±0.28	1.18±0.33	1.29±0.36	1.17±0.24
	T	5.34	5.16	6.25	4.24	6.24	5.25	5.54	5.56	4.65
	P	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Discussion

Currently, numerous psychologists have adopted physical exercise as a method for addressing mental health issues. The increase in college students' academic performance has led to a corresponding rise in mental health issues, particularly in the areas of interpersonal interactions, anxiety, and aggression. The proliferation of the Internet and electronic devices has led to a significant increase in students' engagement with the online world, resulting in a substantial impact on their psychological well-being.

Currently, a significant proportion of college students are single children who receive excessive attention and indulgence from their parents. This situation can lead to tendencies of dependency, limited self-reliance, self-centeredness, and weakened willpower. Following the completion of the college entrance examination, students experience a decrease in academic pressure, leading to heightened anticipation for college life. Consequently, their overall psychological well-being improves. Upon matriculating into a university, individuals are exposed to a novel environment characterised by significant shifts in both their surroundings and their roles. The juxtaposition and incongruity between reliance on the past and unfamiliar surroundings can lead to significant psychological distress.

Factors contributing to rising prices include increased expenses for students in categories such as food, clothing, and communication. Additionally, the pursuit of fashion and famous brands can have psychological effects. Despite their poverty, certain families exhibit high levels of consumption and engage in ostentatious behaviour. Long-term effects on students' mental health have been observed due to the pervasive belief that "love is a mandatory aspect of college life." The emotional challenges experienced by college students in romantic relationships can significantly impact their mental well-being due to their relative immaturity; Junior and senior students experience the pressure of postgraduate entrance exams and employment. The primary determinants impacting the mental well-being of college students are as follows: College students exhibit greater emotional volatility and instability compared to adults, particularly when confronted with emergencies or significant personal events. They are particularly susceptible to fluctuations in psychological functioning.

Physical exercise has the potential to mitigate psychological issues among students to some degree. Physical exercise has the potential to enhance physical well-being, increase energy levels, and foster self-assurance. Physical exercise enhances lung ventilation and cardiac output, leading to increased circulation in the lungs and body. This, in turn, improves

blood supply and oxygen delivery to the brain, resulting in enhanced cognitive function, including clarity of thought, faster thinking, and improved memory in students. Regular exercise has been shown to increase the production of dopamine and endorphins, resulting in improved mood and reduced symptoms of depression and tension. Participating in sports competitions can directly enhance students' sense of achievement, while experiencing failure can enhance their resilience in overcoming setbacks.

Geographical factors limit students' communication, but physical activity can significantly expand their communication environment and range. College students primarily engage in physical exercise through group activities. During exercise activities, students can engage in face-to-face communication. Students can decrease hostility and enhance interpersonal relationships over an extended period. Frequent participation in physical exercise is positively associated with enhanced interpersonal communication skills among students. This study examines the impact of varying levels of physical exercise intensity on the mental health of college students. Physical exercise has a beneficial effect on mental health, with varying degrees of impact depending on the intensity of the exercise. Exercise intensity and duration are necessary factors for the secretion of endorphins and dopamine.

Generally, exercise intensity at a moderate level or higher, lasting for at least 30 minutes, can stimulate the production of dopamine and endorphins. Conversely, low-intensity exercise does not elicit the release of endorphins and dopamine. Slow walking does not stimulate the production of dopamine and endorphins. However, it can serve as a means of diverting attention, alleviating tension, and potentially reducing symptoms of depression. High-intensity sports have the potential to enhance both physical and mental well-being, but participation in such sports necessitates a high level of physical fitness and skill proficiency. When a team encounters difficulties in team competitions due to their own abilities, they frequently experience frustration and pressure.

Marx once pointed out in 《Introduction to the Critique of Hegel's Philosophy of Law》 that "the weapon of criticism cannot replace the criticism of weapons, and material forces can only be destroyed by material forces. However, once a theory has mastered the masses, it can also become material forces. If a theory has persuaded people, it can master the masses; If the theory is thorough, it can persuade people. The so-called thoroughness is to grasp the essence of things. However, the essence of people is people themselves." In the context of the new era, it is possible to achieve a reciprocal transformation between material and spiritual forces. Consequently, ideological, and political education within

colleges and universities can effectively imbue college students with a Marxist Concept of Labour. This, in turn, encourages their active engagement in sports activities, fostering physical strength and establishing a solid foundation for the protection of the motherland.

The necessity of constructing the community of ideological and political education in sports colleges

The need to implement the fundamental task of establishing morality and cultivating people in sports colleges.

To establish a comprehensive educational framework and foster individuals capable of assuming significant responsibilities in the current era, it is imperative for the entire school community to collaborate and develop a shared set of values and objectives. This collective effort will facilitate the implementation of a holistic educational approach for all staff members, thereby creating a favourable environment for the advancement of ideological and political education within sports colleges and universities. The secretary stressed that "the effective realization of moral education needs the coordination of all aspects, the same direction, the same frequency resonance" (Ai, 2021).

Construction of college sports ideological and political education community

The political ideology of Communists revolves around the principles of Marxism, socialism, and communism. As educators, it is imperative that we maintain a strong belief in Marxism, actively implement the educational policy of the Party, and make dedicated efforts to cultivate competent individuals who can contribute to the process of socialist modernization (Peng, 2021). Outstanding educators should adhere to legal regulations and consistently strive to enhance their moral development, refine their character, and effectively instil students with accurate moral principles. It is imperative to prioritise the key aspects of "who to train, how to train, and for whom to train people." Additionally, it is crucial to actively examine the substance and significance of ideological and political education within our work. Our aim should be to guide students in developing a comprehensive understanding of Marxist values, ideals, and beliefs and to effectively carry out the fundamental objective of fostering moral character and personal growth (Jianjian et al., 2021).

Physical education not only enhances students' physical strength and enjoyment of exercise but also cultivates their willpower and enhances their personalities. Sports possess inherent advantages in the ideological and political construction of curriculum due to the manifestation of patriotic dedication, self-improvement, tenacious struggle, unity and cooperation, and unwavering perseverance

exhibited by sports workers or athletes as they strive to surpass their own limits.

Improve the functioning of the community operation mechanism. It is imperative for national education departments and sports departments to offer appropriate policy support, technical guidance, and financial assurance (Tang & Shi, 2021).

Conclusion

Political education is a form of education that seeks to enhance the political consciousness of individuals serving in militia and reserve capacities. The primary focus of political education encompasses the dissemination of communist ideals, the objectives and duties of the new era, and the implementation of initiatives such as "five lectures, four beauties, three passions" and "four hases, three lectures, and two fears." It also plays a pivotal role in the advancement of two civilizations, educating individuals on the essence, responsibilities, and execution of military service obligations for the militia and reserve forces. Additionally, political education aims to foster patriotism and revolutionary heroism while strengthening the notions of national defence and the honour associated with fulfilling reserve responsibilities; Provide policy and legal education, promote awareness of legal and disciplinary matters, and ensure the stability and focus of the military. Offer instruction on scientific automation knowledge and develop individuals with dual expertise in the military and civilian sectors. Political education at the grassroots level typically takes the form of one high-quality class per season. Additionally, it may include other methods such as correspondence education, correspondence evaluation, written competition, quiz competition, broadcasting, learning exchange, book review, and film review. We should maximise the utilisation of facilities such as youth militia residences and workers' residences, establish strong collaboration with departments such as labour, youth, women's, and people's armed forces, and prioritise the implementation of effective political education. Engaging in physical activity can partially alleviate psychological issues among students. Engaging in physical exercise can enhance physical well-being, boost energy levels, and foster self-assurance. Physical exercise augments lung ventilation and cardiac output per stroke, thereby expediting lung and body circulation. This, in turn, enhances blood supply and oxygen delivery to the brain, leading to improved cognitive function, enhanced mental agility, and heightened memory capacity in students; Prolonged physical exercise has the potential to stimulate the production of dopamine and endorphins, resulting in a sense of happiness and the alleviation of depression and tension.

The author's research focuses on investigating the impact of various intensities of physical exercise on the mental well-being of college students. The study employs a voluntary and informed approach, conducting a questionnaire survey among students in vocational colleges. A field survey was done among 1000 students in a city using a questionnaire. Both high- and low-intensity physical exercise have the potential to enhance mental health to some degree, although moderate-intensity exercise is considered the most optimal. Both domestic and international research recognise medium-intensity physical exercise as the established threshold. Hence, it is recommended that teachers of ideological and political education promote active student engagement in physical exercise. Increasing students' intrinsic motivation for physical activity, strengthening ideological development, and cultivating a strong sense of the importance of physical activity are all ways to accomplish this.

Physical education should develop a well-designed curriculum and instructional materials and appropriately structure the intensity of physical activities. Enhance the operational framework of the community. It is recommended that national education departments and sports departments offer appropriate policy support, technical guidance, and financial assurance. Specialised teachers play a crucial role in

enhancing the effectiveness of physical exercise by ensuring that it yields tangible outcomes. Physical education teachers should possess the capacity to develop and execute physical exercise programmes, as well as engage in personal participation. In higher education institutions in China, a significant number of physical education teachers lack experience and knowledge of physical exercise. Therefore, it is imperative to offer training to these teachers prior to conducting physical exercise classes. Physical education teachers should acquire a comprehensive understanding of the fundamental theoretical principles of physical exercise before undertaking practical training in specialized physical exercise companies. The integration of training methods from social professional sports training companies into physical education teaching at universities has the potential to enhance teachers' comprehension of physical exercise and facilitate the development of scientifically designed exercise content.

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