

The Time Value and Practice Path of the Integration of Sports Spirit into Ideological and Political Teaching in Colleges and Universities

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Abstract

The Chinese sports spirit serves a value-oriented purpose, and the cultural resources and typical cases of sports spirit are practical means for fostering the identification of socialist core values. The inclusion and coordination of ideological and political courses in universities should be carefully considered within the broader framework of "cultivating morality and cultivating people." This study aims to offer a comprehensive reference for the implementation of ideological and political education within the context of physical education. The article utilises SPSS 20.0 statistical software and an Excel worksheet to collect and organise survey questionnaire data obtained by our research institute. It performs quantitative analysis tasks, including data calculation and the creation of graphical representations. Additionally, research is conducted using methods such as questionnaires, surveys, and literature reviews. A sample of 300 students will be randomly selected from the University of Science and Technology. Questionnaires will be distributed to these students, and on-site filling and recycling methods will be employed. The study will focus on the current state of ideological and political education in college physical education. The combined percentage of male and female students who perceived the physical education class as reasonable was 22.87% of the total student population. However, a significant proportion of both male and female students believe that it is inappropriate to open this class. The empirical study on the proficiency of sports skills revealed that, following a mandatory nine-year education, students admitted to universities across all levels are capable of mastering 1-2 sports disciplines, constituting 68.48% of the overall population. We can establish a "unified library system," "ideological and political class competition," and other "walking classes" to form various teacher groups in the ideological and political class. These groups may include teachers in the ideological and political classes as well as Olympic champions.

Keywords: Sports Spirit; Ideological and Political Teaching in Colleges and Universities; The Value of The Times; Practical Path.

Introduction

Sports not only contribute to the enhancement of human physical well-being, but also fulfil individuals' aspirations and requirements for a higher quality of life. Furthermore, it serves as a significant platform for the exhibition of cultural influence and diplomacy. China's development in the new era is heavily reliant on its pillar status, as it shoulders significant historical goals. The vivid representation of human moral character and lofty ideals is a highly concentrated embodiment of the value of sports. It serves as a reflection of the value needs, value orientation, and value standards of individuals involved in sports. In essence, the concept of sportsmanship encompasses the principles of humanism, heroism, equitable competition, and camaraderie within a team. Sports possess inherent moral significance (Guan, 2021). The essence of sports represents a shared cultural legacy among humanity, embodying a constructive and beneficial mindset towards life. The essence of sportsmanship encompasses values such as competition, cooperation, unity, diligence,

perseverance, self-control, and amicability, which align closely with the fundamental principles of socialism. The incorporation of sports into ideological and political education at universities has numerous advantages. It helps foster students' accurate perspectives on life and values and boosts their self-assurance, teamwork skills, and sense of responsibility. Additionally, it establishes a strong ideological and cultural groundwork for the development of a socialist modern nation.

The sport is not merely a straightforward activity aimed at winning gold medals but rather encompasses a set of principles, ethical standards, and elevated spiritual development. It serves as a significant conduit for the transmission of moral values and ethical principles. Contemporary higher education should encompass a comprehensive educational approach aimed at instructing individuals. In this educational model, physical education is afforded greater significance. Engaging in physical exercise has the potential to enhance the physical and mental health of students, improve their physical fitness, and enhance their learning and overall efficiency in daily

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life. In the context of teaching ideological and political courses at universities, incorporating the concept and practice of sports spirit can enhance students' comprehension of the principles of "comprehensive development" and "life first." Furthermore, it can provide them with a deeper understanding of the values inherent in sports spirit, thereby fostering their health consciousness and promoting healthy habits.

Currently, there is existing domestic research on the "ideological and political education of physical education in colleges and universities." Previous studies and disciplinary research have contributed to the current research on this topic. These studies have provided theoretical and practical guidance for research in areas such as curriculum content design and case studies, all of which are aligned with the research objectives. This programme effectively promotes the physical well-being of most students, enhances their willpower, and helps shape their moral values. In the new era, the integration of

ideological and political education with physical education in colleges and universities can effectively utilise the functions of both disciplines. This integration can serve as a bridge between the two fields, facilitating the exploration of their respective contents and study methods. The essence of sports holds significant value in the traditional culture of the Chinese nation, serving as a crucial avenue for fostering the national spirit. The incorporation of sports into ideological and political education at universities has the potential to heighten students' awareness and comprehension of traditional Chinese culture. This integration can also foster their sense of responsibility and awareness about preserving and promoting the remarkable traditional culture of the Chinese nation. Additionally, it can cultivate students' cultural confidence and contribute to the realisation of the Chinese Dream's aspiration for national rejuvenation. Figure 1 depicts the theoretical construct of sports power (Chen, 2022).



Figure 1. Theoretical Framework of Sports Power.

In conclusion, the incorporation of sportsmanship into ideological and political education at universities holds significant relevance in the present context. The cultivation of students' correct outlook on life, values, and health awareness not only contributes to their personal development but also fosters cultural confidence and national pride. This, in turn, plays a positive role in the development of socialism with Chinese characteristics.

Literature Review

The ideological and political courses offered in sports colleges play a significant role in nurturing individuals who will contribute to and carry forward socialist sports with Chinese

characteristics. The integration of sports major students' characteristics, the incorporation of sports spirit, the innovation of ideological and political education and teaching, and the implementation of the fundamental task of cultivating morality and cultivating individuals are essential. The reform of ideological and political courses in universities is progressing rapidly and consistently. However, the emergence of a new epidemic has posed significant impacts and challenges to the existing teaching methods of ideological and political courses. In response to the call for "no suspension of classes," universities are utilising existing information technology resources to establish online teaching platforms. Additionally, instructors with ideological and

political backgrounds are actively engaging in online teaching through the utilisation of various modern technologies. During the period of epidemic prevention and control, the implementation of national policies, along with the support of school logistics, has effectively ensured the orderly teaching of ideological and political courses. Yang, Y., et al. have conducted a reflection on the challenges encountered in online education of ideological and political courses during the epidemic prevention and control period. They specifically focus on the nature of ideological and political textbooks, as well as the progress and quality of online teaching. Based on their analysis, the authors propose appropriate solutions to address these issues. There is a belief that online education of ideological and political courses in universities has the potential to transition from a passive learning approach to an active one. It is considered feasible to transform the online teaching of these courses from a "coercive method" to a more normalised approach (Yang, 2021).

Method

Questionnaire Survey Method

To fulfil the objectives of this study, we developed a focused student questionnaire and administered a sampling survey to students from various academic levels and disciplines within the institution. We collected and organised questionnaires to gather data on student-related information. Subsequently, we conducted analysis and synthesis of the collected data. The questionnaire was designed to address research-related concerns, and various survey and statistical methods were employed to enhance the accuracy and reliability of the collected data. Simultaneously, we took into careful consideration the unique characteristics and backgrounds of the students throughout the survey process. As a result, we made appropriate optimisations and adjustments to the design of the questionnaire. Ultimately, we incorporated the findings from the survey and performed comprehensive analysis and research to uncover the fundamental nature and underlying principles of the research issue. Prior to constructing a questionnaire, it is imperative to elucidate the aim and inquiries of the investigation to ascertain that the questionnaire's structure aligns with the research objectives. When constructing a questionnaire, it is imperative to carefully choose question types that align with the research objectives and inquiries.

Examples of suitable question types include multiple-choice questions, Likert scale questions, and open-ended questions. The questions within the volume should be formulated in a concise and clear manner, enabling them

to accurately convey the problem and intention at hand. The problem should be presented in a manner that avoids the use of technical jargon and convoluted sentence structures while still maintaining accuracy and clarity. To ensure the credibility of the survey, it employs the method of distributing and recycling questionnaires on-site. A sample size of 300 students from the University of Science and Technology was selected using random sampling. These students were given questionnaires to complete on-site, and the completed questionnaires were collected and recycled. By thoroughly examining pertinent documents, the implementation and advancement of ideological and political education in the physical education curriculum at A University of Science and Technology were comprehensively understood. Subsequently, student questionnaires were meticulously devised. The contents of the questionnaire were revised by consulting a wide range of experts in the field (Gao & Ai, 2021). To ensure the reliability of the questionnaire, it is important that the questions remain stable, meaning that the responses obtained under different conditions and at different times should exhibit consistency. Utilising dependable measurement instruments can enhance the overall reliability of the questionnaire.

To ensure the validity of the questionnaire data collected in this study, the researchers validated the data obtained from the survey questionnaire to ensure its rationality and scientific rigour. The retest reliability method was employed to assess the reliability of the questionnaire. Around two weeks after the initial survey, a sample of 20 students was randomly chosen from the student group that participated in the first survey. These students were then tasked with completing a questionnaire and gathering and organising statistical data. Subsequently, the outcomes of the initial survey and the subsequent survey were juxtaposed and subjected to comprehensive analysis. To begin, import the data from both surveys into the SPSS statistical software. Then, proceed with the analysis by selecting the "analysis" option and choosing "correlation analysis" from the function key. Finally, obtain the results of the analysis. The test reliability coefficient for students is 0.867, and the associated P-values are less than 0.01.

Interview Method

Prior to selecting the topic and commencing the writing process of this paper, we prepared a pre-interview outline in advance. To adhere to the guidelines of sports scientific research methods, it is necessary to design an interview outline. This outline should be developed by soliciting input from relevant experts and incorporating their suggestions. Various communication methods, including face-to-face, telephone, and email, were utilised to gather suggestions from experts for this study.

Mathematical Statistics

SPSS offers a wide range of statistical analysis functions, such as hypothesis testing, analysis of variance, regression analysis, factor analysis, and cluster analysis. These functions facilitate comprehensive data analysis, interpretation, and the identification of relationships and patterns within the data. The questionnaire data collected by the research institute was collected and organised using SPSS 20.0 statistical software and an Excel worksheet. The data was then subjected to quantitative processing, including calculations of relevant data and the creation of visual representations.

Logical Analysis Method

This paper employs logical methods, including comparison, judgement, integration, and induction, to integrate and analyse existing scientific research in relevant fields. It also incorporates data obtained from practical investigations conducted in this study to derive research findings (Gao & Ai, 2021).

Results and Analysis

Interview Survey and Results of College Physical Education Teachers

Through sorting out the content obtained after the interview; the results are as follows:

The working environment and status of physical education teachers, as well as living standards, have undergone changes due to societal and temporal developments. However, interviews conducted with university physical education (PE) teachers reveal ongoing challenges in the advancement of practical implementation. (Figure 2) illustrates this in detail. There is a lack of new teaching approaches and insufficient emphasis on physical instruction. Furthermore, the lack of sufficient funding allocated specifically for sports in various departments and colleges has emerged as a significant factor impeding the progress of college athletics (Gao & Liu, 2021).

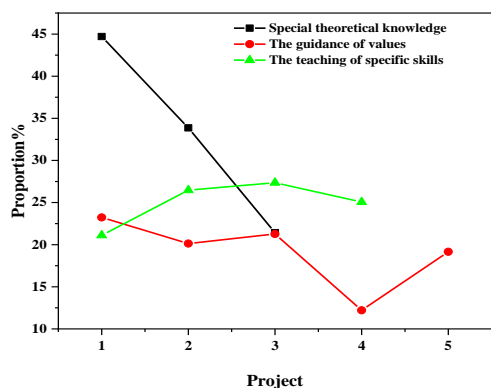


Figure 2. Practice of Ideological and Political Content in Physical Education Teaching Objectives.

The initial step in the ideological and political education of university physical education involves purifying and enhancing all forms of curriculum-related ideological and political education. This entails a thorough examination of the existing ideological and political education within the curriculum. Additionally, it requires careful construction of teaching materials (Table 1). Teachers often utilise exemplary figures or teams such as "Lin Dan," "Li Ning," "Wang Junxia," "Deng Yaping," "Yao Ming," and the "China Women's Volleyball Team" to serve as models. Through these examples, students come to understand the interconnectedness between sports and national strength, thereby recognising the current aspiration for China to become a sports powerhouse.

However, none of the teachers were mentioned during the class instruction. In school physical education, there may be injured students who pose challenges in terms of their removal and avoidance. As a physical education instructor, possessing ability and a comprehensive understanding of policy and teacher quality are crucial. Classroom teaching facilitates the acquisition of legal knowledge among students, enabling them to comprehend the Chinese legal system and cultivate a positive inclination towards understanding, respecting, and adhering to the law. The insufficient depth and breadth of research conducted by college physical education teachers in understanding and analysing the factors that promote students' ideological and political love hinders the development of a strong national sports power. It is crucial to recognise and emphasise the vital role of ideological and political education in college physical education.

Table 1

Practice of Ideological and Political Education in Physical Education Training Objectives.

Practice of Ideological and Political Content	Proportion
Famous athletes	76.18%
Chinese "women's volleyball" spirit	16.83%
Famous historical figures and their spirit	3.56%
Typical deeds and cases	3.43%

The overall structure and rationality of the present college physical education curriculum is low (Table 2).

Table 2

Standard Degree of College Physical Education Curriculum.

Degree of Standardization	Proportion
Very standard	15.95%
Relatively standard	14.47%
standard	26.28%
Non-standard	37.85%
Very non-standard	5.45%

Course selection typically occurs during the first two years of a student's enrollment, specifically during their freshman and sophomore years. The course selection process occurs each semester and is conducted online. It is open to all university students, regardless of their major, and takes place at a designated time. The university physical education curriculum primarily emphasises ball games, such as "three big balls," "three small balls," and golf. Additionally, it includes courses on sports dance, aerobics, martial arts, taekwondo, and sports and health care. Additionally, the site's capacity constraints result in varying class sizes. The "Three Balls" course accommodates approximately 70 individuals per class, owing to its spacious floor area. The enrollment capacity for small ball courses is restricted to approximately 45 individuals per class (Rao, 2021).

Investigation on the Current Situation of Students Implementing Ideological and Political Education in College Physical Education.

Collect the necessary data by formulating and documenting the questions. The topics of interest include students' knowledge and skills related to physical health, their abilities and behaviours in the physical education curriculum, the integration of ideological and political education with physical education, teachers' behaviours and evaluation criteria in physical education, and the qualifications required for teachers entering the field of physical education.

Approximately 48.49% of both male and female students express disapproval towards accessing this class, while around 28.64% of college students exhibit an attitude of indifference. In the context of classroom teaching, it is important for physical education teachers to provide effective and accurate guidance in order to prevent the development of incorrect educational concepts. Additionally, it is essential to refrain from evaluating the causes and predictability of the outcomes (Figure 3).

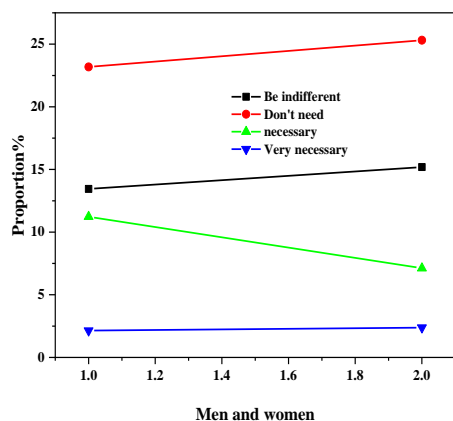


Figure 3. College Students' Attitude Towards the Public Physical Education Curriculum.

In addition, based on a practical study conducted on the functional cognition and mastery of sports items in the "university public physical education curriculum" (Figure 4) among college students, it was found that 96.4% of the participants believed that this curriculum could improve their social adaptability. An additional 6.5% of students held the belief that "university public physical education" solely constituted a form of education, without any additional implications. A significant proportion of college students, specifically 4.3%, lack awareness of the practical significance of a certain subject or concept.

The empirical study on the proficiency of sports skills revealed that, following a mandatory nine-year education, university students at various levels can acquire proficiency in 1-2 sports items, constituting 68.48% of the overall population. Additionally, 16.13% of college students can attain proficiency in three sports skills through engagement in sports education. However, the proportion of students who can achieve proficiency in three sports items is merely 10.23% of the total population. Except for the 5.16% of college students who possess no sports skills, the overall situation can be considered favourable. Unfortunately, it is regrettable that a significant majority of college students appear to have acquired proficiency in numerous sports. However, it is a fact that female college students, despite having acquired numerous sports skills, exhibit low proficiency in sports.

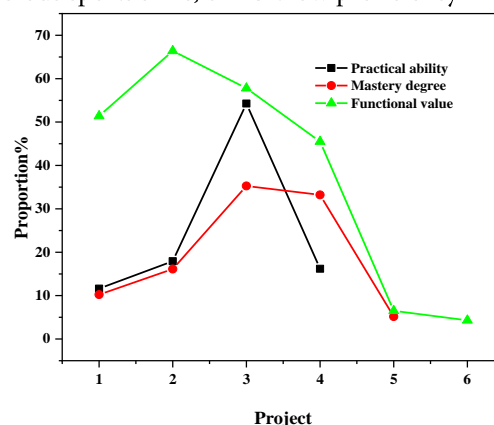


Figure 4. College Students' Functional Cognition and Skill Mastery of Public Sports Elective Courses.

The Necessity and Era Value of Integrating Sports Spirit into Ideological and Political Teaching in Colleges and Universities.

Sports subjects are vivid representations of human moral character and lofty ideals, serving as a concentrated embodiment of sports value. This representation reflects the value needs, value orientation, and value standards of sports subjects. In essence, the sports spirit encompasses humanism, heroism, fair competition, and team spirit. Sports possess inherent moral significance. The sport is not

merely a straightforward activity focused on winning gold medals, but rather encompasses principles of behaviour, ethical standards, and the development of noble spiritual qualities. It serves as a significant conduit for transmitting moral values and fostering a strong sense of ethical conduct.

The aim is to utilise sports as a means of promoting moral development through ideological, vocational, and cultural guidance while also preserving cultural heritage. Individuals who strongly identify with sports culture and possess a strong sports spirit face challenges in terms of "cultivating morality and cultivating people" due to their increased individualization."

The principle of humanistic teaching suggests that moral education overlooks factors such as societal changes and disparities among college students. This oversight can result in challenges in teaching ideological and political education.

In practical teaching, it is important to integrate students' diverse professional needs and consistently emphasise the moral value of sports spirit. It is possible to accomplish this by combining elements of politics, ideology, knowledge, interest, and sports. By examining the moral aspects of sports events, the behaviour of sports stars, and the qualities of good will, firm ideals, beliefs, and tenacious struggle, we can gain insight into the ethical dimensions of sports.

Secondly, colleges and universities prioritise the study of how moral education can effectively fulfil its important role. This focus primarily addresses the issues of "ability," "self," and "intervention," which have a significant impact. Sports stars such as Yao Ming, Liu Xiang, and Lang Ping serve as noteworthy examples in the realm of education. They exemplify the virtue of patriotism, emphasising the paramount importance of the motherland. These individuals also promote collectivist values, guiding their conduct and shaping their moral character.

Sports not only enhance physical fitness but also promote mental and cognitive development. The Women's Volleyball team exemplifies the Chinese sports spirit and holds significant educational and reference value in the sports quality curriculum. Through the acquisition of professional and moral cultivation, as well as the embodiment of noble morality in sports, students can develop a proper perspective on life, worldview, and values. This process not only promotes physical well-being but also instills in students the courage to confront challenges and obstacles in life. Additionally, it fosters the promotion of admirable sportsmanship, such as the spirit exhibited by the Chinese women's volleyball team (Zeng & Liu, 2021).

The Women's volleyball team exemplifies the spirit of sports, which serves as a form of subtle moral education. The integration of sports spirit into physical education can address the lack of emphasis on thought and emotion in teaching. This allows students to develop their willpower alongside physical practice and emphasises the significance of aligning knowledge with action (Li, 2021). As an instructor of ideological and political courses, it is essential to possess a strong theoretical foundation in Marxism. This involves effectively translating theoretical concepts into accessible content, thereby making Marxist theoretical knowledge more relatable to individuals. The individual possesses noble moral sentiment and a charismatic personality, demonstrating a strong sense of responsibility and purpose. They strive to enhance their moral development and cultivate noble moral sentiment, aiming to inspire students with their own noble moral personality charm (Lin, 2021).

Thirdly, establishing appropriate coordination and sharing. It is imperative to enhance discipline construction and establish a high-level discipline team, with a particular emphasis on the establishment of a "Marxist sports research centre" (Dobbins et al., 2023). Sports not only enhance physical fitness but also foster character and intellectual development. The women's volleyball team exemplifies the Chinese sports spirit, characterised by unity, cooperation, and tenacious struggle. This team's achievements hold significant educational and reference value in sports-quality courses. The study of professional qualities, moral cultivation, and noble morality embodied in sports spirit can guide students in developing a proper perspective on life, worldview, and values while also improving their physical well-being. Students can be trained to courageously confront life's challenges and obstacles and promote the admirable Chinese sports spirit, such as the spirit exhibited by the women's volleyball team. The spirit of women's volleyball can be utilised in the ideological and political education of physical education courses at universities. This can help instill in students the values of perseverance, fearlessness in the face of challenges, and the educational significance of sportsmanship.

Conclusion

The sports spirit in China serves a function based on values. Cultural resources and typical cases of the sports spirit serve as practical means for cultivating the identity of socialist core values. The determination of ideological and political education in colleges and universities should be based on the comprehensive ideological and political

framework of "moral education." To effectively incorporate the sports spirit into ideological and political education, it is necessary to investigate the correlation between the two and advance the reform of the sports spirit. The combined percentage of male and female students who found the physical education class reasonable was 22.87% of the total student population. Approximately 48.49% of male and female students hold the view that it is inappropriate to commence this class. The empirical study on the proficiency of sports skills revealed that, following a mandatory nine-year education, university students across all levels can acquire proficiency in 1-2 sports disciplines, constituting 68.48% of the overall population. The implementation of diverse 'walking courses', such as the 'integrated ideological and political class library' and 'ideological and political class competition', can involve a range of instructors in ideological and political education, including teachers specialising in this field as well as Olympic champions. This approach allows for the continuous exploration of the moral education value inherent in sports.

This article tries to teach college physical education teachers' ideology and politics through physical education classes. It hopes to help these teachers incorporate more ideological and political themes into their lessons. Establish exchange conferences and academic forums to improve contact between ideological and political instructors and physical education teachers. A suitable ideological and political assessment framework for physical education sessions is essential. This system should

include peer and student teacher evaluations. Simultaneously, the incorporation of ideological and political education into the curriculum is considered a central aspect of the evaluation system. The establishment of this system indirectly emphasises the significance of physical education teachers in delivering ideological and political education within the curriculum. Consequently, it encourages physical education teachers to enhance their curriculum teaching methods. Create a diverse and multidimensional team of instructors for ideological and political courses, comprising full-time teachers, Olympic champions, sports stars, and others. Enhance the emphasis on the "four persistences" and the "three causes" principles in the development of teacher ethics and style while establishing an "ideological and political matrix." To enhance the development of disciplinary platforms, it is imperative to establish high-calibre disciplinary teams and prioritise the establishment of a "Marxist Sports Theory Research Center." Additionally, it is crucial to form a research team dedicated to "ideological and political education for college students and athletes" and to establish efficient mechanisms for the operation and incentivization of the ideological and political course teaching resource library.

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