

The Influence of College Physical Education on Students' Psychological Quality from the perspective of Curriculum Ideology and Politics

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Abstract

With the shift in educational philosophy, college physical education is evolving from a purely biological approach to a holistic, three-dimensional concept that integrates biology, psychology, and social factors. Therefore, college physical education should adopt a dynamic, comprehensive, and developmental approach that considers not only students' physical well-being but also their psychological and social needs. This study examines how college physical education supports student mental health, addressing both theoretical frameworks and curriculum design perspectives. In 2021, 50 students (29 males, 21 females) and 48 students (28 males, 20 females) were selected for the experimental and control groups, respectively. The experimental group participated in outdoor training sessions, while the control group received tennis lessons with similar characteristics to outdoor activities. This study employed a range of research methods, including literature review, questionnaires, statistical analysis, expert interviews, and testing. The investigation explored the historical and conceptual basis of physical education, its current state in terms of student mental and physical health, and the distinctions between outdoor and traditional indoor physical education approaches. The study found that outdoor training positively impacted students' physical fitness and mental health. The teaching experiment demonstrated that outdoor physical education contributed more effectively to both physical performance and mental well-being than traditional physical training alone. Outdoor physical education is more effective than traditional training methods in enhancing students' physical and mental abilities. While sports are primarily a form of physical exercise, the process significantly influences students' physiological and psychological well-being. Regular physical activity strengthens the body and provides an outlet for negative emotions, helping to relieve tension and depression and foster emotional stability and self-confidence. Thus, teachers should design open, student-centered physical education programs that cater to students' physiological and psychological needs, incorporate activities that students enjoy, and emphasize the enjoyment of physical education. By participating in enjoyable and varied sports activities, students not only build diverse sports skills but also experience a sense of accomplishment and fun, which further supports their mental and emotional health.

Keywords: Curriculum Ideology and Politics; College Physical Education; Psychological Quality.

Introduction

Sports can not only make the body strong and fit, but also give vent to bad emotions in a reasonable and effective way. Thus, it can effectively relieve personal tension and depression, improve emotional stability and self-confidence. Therefore, what teachers should do is to carry out open physical education with students as the main body according to the physiological and psychological characteristics of college students, choose the content of physical education that students like, pay attention to the fun of physical education, let students actively participate in their favourite sports activities, master various sports skills through a variety of interesting sports. At the same time, the mood gets a sense of accomplishment and fun. Through physical education, students can know how to face the difficulties encountered, so as to defeat frustration and anxiety, get rid of the negative emotions of annoyance

and pain in a short period of time, obtain a pleasant positive emotional state, and treat study and life with abundant energy and optimistic attitude. At the National Conference on Philosophy and Work in Colleges and Universities, the secretary has spoken more than once about the importance of ethical justice and the development of leadership in people, not only as it relates to the goals of higher education success, but also as it relates to the modern education system and the field. Ideas and future are very important. In order to improve the ideological and political education of college physical education, it is necessary to clarify the problems faced by the ideological and political education process of higher education physical education based on the historical foundations and practices of ethics and human culture. It is necessary to complete the academic work of ethics and humanities using his example on the important values of ethics and human culture (Hariri et al., 2021). The term

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"health" includes both physical health and mental health. However, we found that in different periods of physical education in the general existence of such a disease, that is, the understanding of physical education is too one-sided: physical quality, light psychological quality; Emphasis on technology imparting, light on ability training; Strengthen physical health, light mental health. How to implement the current education idea of "health first" and how to improve students' psychological quality in physical education teaching will become the priority among priorities in college physical education teaching in the new era. College learning stage is a relatively important period of life, students in the college stage of physical and mental stereotypes, so the new curriculum standards of college physical education and health highlights the comprehensive physical education curriculum, it is not only the traditional narrow sense of physical exercise, learning sports knowledge and skills, also plays an important role in the psychological health of students. To examine the impact of college physical education on student mental well-being from a theoretical and political curriculum perspective.

Literature Review

College students also have many obstacles, diseases and problems in psychological aspects. According to the relevant data, someone carried out a psychological survey of thirty thousand college students. The results showed that 35 percent of the students had mental disorders and only 8 percent had excellent mental health. In recent years, one of the biggest threats to people's health is mental imbalance and mental disorders. According to a survey, the burden caused by depression ranks first among all diseases. Anxiety, depression, suspicion, depression and other negative factors also continue to appear in the growth of the students. However, the level of mental health has a direct impact on the mental health of college students, learning attitude, academic performance and so on. In the traditional model, the process of teaching physical education in universities and colleges is about student activity and freedom, without instruction about sports content, without explaining sports knowledge, and without understanding the value of teaching physical education in universities, - and for boys, girls learn skills in exercise classes. , do not understand, because physical education is learning by playing and relaxing, there is no guarantee that physical education can play a pedagogical role in students' critical thinking. Those. Therefore, in the process of teaching physical education in colleges and universities, the content of education should be

ideological, political, rational and effective, and he can not only teach students sports and school knowledge, but also promote students' physical activity. recognition of ideological education This is not only the main topic of ideological and political education, but also the main topic of important elements of modern management. As colleges and universities continue to promote physical education curriculum reform, the need to keep students active in multiple areas has brought some changes to colleges and universities as well. Students must not only meet the content standards of the annual physical activity and sports competition but must also fully master the basic skills and abilities of the chosen sports activity (Mehmood et al., 2021).

Through the development of moral values and skills, which are the basic concepts of physical education in universities, students can gain knowledge about sports and understand sports through the multi-sport programs of universities. For example, Chinese women like to play basketball, which is an important sport, and the principles of college athletics are well understood from the perspective of ideological and political education, teaching college students, and the value formation of students is important. for the future. This shows the importance of ideological and political education of physical education in universities. The influence of culture on people is long and subtle, and whether or not it can contribute to the spiritual development of college students remains to be seen whether the value, practical advice, and leadership elements of college students' spiritual adult education are educational in themselves (Mehmood et al., 2021). As an important part of physical education, college physical education adheres to the educational philosophy of acquiring and promoting the Olympic culture and spirit, which has rich educational content: Sports not only make people understand the importance of mutual help and teamwork, but also make them feel the value of participation and fear of failure; Sports also teach us to follow the rules, to understand the rules and practices of fair competition and peaceful living. It also cultivates people to dare to win and struggle tenaciously, and to pursue a faster, higher, and stronger spirit of transcendence. As Mr. Samaranch, former President of the International Olympic Committee, said, sports can help educate its organizers or practitioners to cultivate their qualities. By educating them to actively struggle to overcome difficulties, rather than passively, retreat, or even give up when encountering difficulties, setbacks, or unhappy situations, they should cultivate their courage; By educating them to understand the importance of self-control and order, cultivate their moderation; Cultivate

their sense of justice by requiring them to have a sense of collective responsibility and be honest and frank with others; Physical education enables college students to appreciate the beauty of human body, health, strength, and movement, and improves their aesthetic ability and taste. Cultivate their modesty by educating them to objectively and realistically compare themselves with others to evaluate their own strengths and qualities. Measured and analysed from the perspective of cultural education, college physical education has important educational value and is an important means and carrier for college students to become spiritual adults (Liu & Li, 2021).

Research Objects and Methods

Research Object

In 2021, two groups of university students involved in public physical education programs were selected for a study: 50 students (29 males and 21 females) formed the experimental group, and 48 students (28 males and 20 females) served as the control group. The experimental group participated in outdoor training, while the control group received tennis lessons structured similarly to the outdoor sessions. This study aimed to use sports as a means to foster qualities such as courage, tenacity, resilience, and a willingness to face challenges among students. Additionally, it sought to develop students' collective spirit, camaraderie, and qualities of adaptability, calmness, decisiveness, humility, and prudence key elements for maintaining a positive and healthy mindset. To explore the impact of physical education and outdoor teaching within universities, a combination of research methodologies was employed, including literature review, expert interviews, questionnaires, statistical analysis, and experimental methods. The study investigated the historical and theoretical basis of physical education, key concepts and terminology, teaching methodologies, and the physical and mental health benefits for modern college students, along with comparisons between outdoor teaching and traditional physical education approaches.

Research Methods

Literature Method

The author has read numerous articles and books on school exercise change and development, physical education and health science teaching, exercise theory, physical exercise theory research, principles and methods of physical exercise research, sports statistics and evaluation school exercise. The current state of physical education and physical education, further development,

education, exercise, philosophy, medicine, design correction, etc., the author also mentions many domestic and foreign documents and scientific studies on work related to the reform. in physical education and teaches outdoors at a regular college.

Questionnaire Survey Method

In order to obtain the necessary information for the experiment, before and after the experiment, the students of the experimental group and the experts of the control group were evaluated using the SCL-90 mental health test. Sports Psychology.

Mathematical Statistics

For the relevant data obtained from the research and pre-test and post-test, SPSS11.0 software will be used to check whether there is a difference between the experimental and control groups using statistics and t-test, to evaluate the results of the experiment, and to confirm the purpose and rationale of the study. and access to education.

Skilled Interviewer

In the process of research, when choosing questions and evaluating criteria, we listen to the opinions and opinions of experts many times and pay attention to the smooth conduct of the research.

Test Method

The experimental study was conducted through actual teaching, and the teaching materials were divided into an experimental group and a control group for three and a half months (Ma, 2021).

Experimental Design

Experimental Hypothesis

- ① By participating in outward bound training courses, college students' sports quality can be significantly improved
- ② Participation in outward bound training courses can significantly improve the mental health level of college students

Time and Location of the Experiment

Experimental Time: September to mid December 2021, with a total of 32 class hours.

Experimental Location:

Experimental Group: The ground and mental teaching content is taught at the track and field of a sports college of a university during normal class hours, high altitude and outdoor practical courses are taught at the expansion training base of Yangzhou Runyang Forest Park on

weekends.

Control Group: Take classes at a university tennis court according to normal class hours.

Experimental Steps

Pre-Test Stage

Before the experiment, the students in the experimental group and the control group were administered the SCL-90 Clinical Symptom Checklist questionnaire, after completing the questionnaire independently within the specified time, they were retrieved by themselves on the spot, with a recovery rate of 100%, and the pre experiment data were obtained (Nemet & Maras, 2021).

Conduct Sports Quality Data Testing: 50 meters, 1000 meters (male), 800 meters (female), grip strength.

① 50-Meter Run

The purpose of the test is to test the development level of students' speed, agility, and nervous system flexibility. The results of the 50-meter run can comprehensively reflect the flexibility of neural processes, body coordination, joint and muscle flexibility, as well as muscle strength and endurance.

② 1000 (male) 800-meter (female) race

The purpose of the test is to test the development level of students' endurance qualities, especially the function of the cardiovascular and respiratory system and muscle endurance. Endurance running is one of the easiest methods to evaluate the level of cardiovascular system function at home and abroad, people with high cardiovascular function levels spend relatively less time running the same distance.

③ Grip Strength

The purpose of the test is to test the development level of students' upper limb muscle strength. Grip strength mainly reflects the strength of muscles in the forearm and hand and is also related to the strength of other muscle groups, it is also a good indicator of overall muscle strength.

Experimental Implementation Stage

① Immediately after the completion of the pre experiment test, the experimental group entered the implementation stage of the experiment, the experimental group conducted teaching in accordance with the requirements of outward bound training teaching, and the teaching process incorporated the concept of outward bound training teaching into the teaching, before teaching, let students watch videos of outward bound training to stimulate their interest and desire in learning. In the process of outward bound training teaching, outward bound training games are used to introduce the teaching content, allowing students to enter the classroom

teaching in a relaxed and pleasant situation, and immersing them wholeheartedly in outward bound training teaching, during the process of completing the project, teachers and students, as well as students, encourage each other, cooperate with each other to complete self-challenges and team cooperation. After each teaching session, let team members summarize and reflect on the teaching content, and form a team project summary (Zhang, 2021).

② After the pre-test, the experiment was immediately implemented, and the control group was taught according to the conventional physical education requirements.

Post Experimental Testing Stage

① Before the end of the class, the experimental group and the control group were administered the SCL-90 Clinical Symptom Checklist questionnaire again, after completing the questionnaire independently within the specified time, the questionnaire was retrieved by the person on the spot, with a recovery rate of 100%, in order to obtain the data after the experiment.

② After class, the experimental group and the control group were tested on various sports quality data: 50 meters, 1000 meters (male), 800 meters (female), and grip strength.

Implementation of Experimental Teaching

Experimental Teaching Objectives

Teaching objectives are the starting point and destination of teaching activities, with functions such as guidance, evaluation, regulation, and motivation (Figure 1). Teaching objectives guide the direction of teaching activities, restrict the design of teaching procedures, and the selection of teaching methods, providing a basis for various evaluations in teaching, at the same time, it has also played a certain incentive role for both teachers and students. The teaching goal of outward-bound training is to make joint efforts between teachers and students in outward bound training teaching, the expected teaching objectives and standards to be achieved, and the concrete embodiment of the guiding ideology of outward-bound training teaching. The teaching objectives of traditional physical education teaching overemphasize the cultivation of sports quality and skills while ignoring the impact on students' psychological quality. The teaching goal of outward-bound training consists of three parts: mental health level, comprehensive professional quality, and physical exercise ability. Outward bound training is based on "health as the first" element, so the teaching objectives of outward-bound training, like other sports teaching objectives, also have specific requirements for students'

athletic ability. Through outward bound training, students should have sufficient physical fitness, scientific exercise methods, and the ability to cope with crises, laying the foundation for lifelong sports. In terms of mental health, students are required to have a positive attitude towards life, good communication skills, and a team spirit that is highly valued in modern society through outward bound

training. The teaching objectives of outward bound training also comply with the requirements of modern society for talents, outbound training requires students to have positive personal behaviour, efficient interpersonal behaviour, and team behaviour that modern enterprises attach great importance to (Salim et al., 2020)

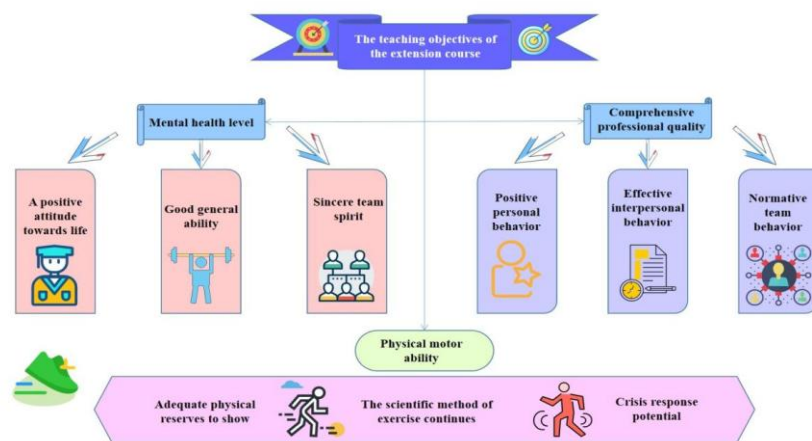


Figure 1: Teaching Objectives of Outward-Bound Training.

Determine the Principles for Organizing and Operating the Experimental Teaching Content

Outward bound training is a practical, operational, and practical physical education curriculum content. Emphasize the fitness, interest, and practicality of activities; Highlight students' initiative, enthusiasm, and creativity in learning; The teaching organization is flexible and rich in content, enabling students to increase their knowledge and exercise their bodies, cultivate a sense of unity, cooperation, and courage to compete, and form a courageous and tenacious character of will and innovative and enterprising spirit. Its teaching process is generally divided into two parts, namely, ordinary teaching and field comprehensive practice. Usually, teaching can be conducted in the form of theoretical classes and practice classes according to the timetable in classrooms, playgrounds, and the natural environment available near the school. High altitude challenge and outdoor practice involve the hardware necessary to complete a project using high altitude facilities and professional equipment, so it must be conducted in an expansion base, plan, design, and organize teaching content based on the actual situation of students and existing base conditions. The difficulty setting for this experimental practice is to select a medium difficulty based on the actual situation of the students, due to the fact that there are usually other teams in the expansion training base to carry out expansion training, it is not possible for practical teaching of air projects to adopt the normal class hours as other projects, and the time is

used on weekends (Zhi et al., 2021).

Experimental Teaching Evaluation

Teaching evaluation is an important component of teaching work, which directly affects all aspects of teaching activities. Teaching evaluation is based on teaching objectives, utilize operable scientific means to systematically collect information about teaching and make value judgments on the teaching process and teaching effectiveness, and provide a basis for the self-improvement of the evaluated person and scientific decision-making by relevant departments. Teaching evaluation mainly includes the evaluation of students and the evaluation of teachers' teaching quality and teaching process. The evaluation of outward-bound training teaching consists of three parts: The theoretical part, the practical part, and the learning attitude expressed in the practice process, due to the different proportions of the three in the entire teaching process, there should also be a primary and secondary distinction in the evaluation of teaching effectiveness.

Results

Comparative analysis of various test indicators of male sports quality in the experimental group before and after the experiment. Because students are interested in the new teaching content of outward bound training, therefore, during the teaching process, the endurance and strength teaching content that students were tired of in the past has

been well practiced in the relaxed and pleasant classroom atmosphere of outward bound training, through observation during the teaching process, it can be found that students have a high level of excitement, interest, and enthusiasm in the classroom, which can effectively improve the function of the nervous system, the improvement of the function of the nervous system can promote more muscle groups to participate in sports. For example, the high-altitude event of rock climbing enables students to promote the improvement of relative muscle strength through muscle dynamic isotonic contraction during high tension. After improving the function of the nervous system, it can improve the heart and lung function, gradually making the heart hypertrophy and powerful pulsation, thereby improving endurance quality. Through experimental data, it can also be proved that paired sample T tests were conducted on the experimental group of men before and

after the indicators of athletic fitness were measured, and the results showed that, men in the experimental group have significantly improved in various indicators of athletic quality, with significant differences in other indicators except for 50 meters ($t=2.043p=0.051$) and no significant differences in the improvement range (see Table 1). 50 meters requires a high speed of reflection, requiring students to have stable psychological quality, however, outward bound training improves students' psychological quality through high intensity psychological challenges, providing stable psychological quality, which can greatly improve students' reflection speed at 50 meters. However, running on the way is the decisive factor in the 50 meter performance, and this factor is largely related to the students' innate physical condition, leading to no significant difference (Sun et al., 2021).

Table 1

The Sports Quality Indicators of Men in the Experimental Group Were Compared Before Themselves

	N	1000m/s	50m/s	Grip/kg
Before the Experiment	29	248.803±12.616	7.345±0.248	45.000±4.930
After the Experiment	29	231.883±14.410	7.210±0.286	46.069±4.728
t		5.673	2.043	-7.236
P		0.002	0.051	0.000

Comparative analysis of various test indicators of female sports quality in the experimental group before and after the experiment. Outreach training, a student-led experiential teaching method, uses innovative teaching content, a joyful teaching form, a suspenseful teaching process, and a means of fully affirming oneself to greatly stimulate the participation interest of girls, making girls actively participate in training during the teaching process, during the course of a project, many girls regret that an action or project was not done well, and actively improve their own requirements, this is a situation that cannot be seen in traditional physical education classes. For example, in the project of crossing the power grid, many network holes were wasted due to insufficient early consideration, making it difficult for many students to cross, in the project, the teacher will require all teammates to use physical punishment to rescue teammates who have not passed the power grid, and everyone will rush to demand that they do more and teammates do less. Normally, girls do dozens of push-ups and shout loudly, in outward bound training, they

don't want to stop doing dozens of push-ups. The characteristic of girls' low courage leads to their generally low psychological quality, resulting in a relatively slow reaction rate of girls at 50 meters, and many outwards bound training programs involve psychological quality training, through the practice of some high-altitude projects, it can be found that the psychological quality of girls has been greatly improved. The improvement of psychological quality indirectly affects the improvement of girls' reaction speed at 50 meters (Tang et al., 2021). Through experimental data, it can also be proved that paired sample T tests were conducted on the experimental group of women before and after the indicators of athletic fitness were measured, and the results showed that, women in the experimental group have significantly improved in various indicators of sports quality, with significant differences in various indicators (see Table 2), indicating that outward bound training has a significant effect on improving the sports quality of women in the experimental group.

Table 2

Female Physical Fitness Indicators in the Experimental Group Were Compared Before Themselves

	N	800m/s	50m/s	Grip/kg
Before the Experiment	21	239.331±14.833	9.068±0.399	28.85±5.224
After the Experiment	21	225.992±13.829	8.728±0.441	29.270±5.102
t		19.744	6.875	-4.32
P		0.000	0.000	0.000

Comparative analysis of various mental health test indicators before and after the experiment in the experimental group. Conventional physical education focuses on students' skills reaching the standard, ignoring the role of physical education in students' mental health, the origin of outward bound training is to improve the psychological quality of seafarers after encountering shipwrecks as the goal, and to cultivate seafarers who are not afraid of difficulties, calmly respond, dare to challenge, dare to take risks, and cooperate in teams, in the early stage of introduction to China, the goal was also to cultivate good psychological quality, with in-depth research on outward bound training, it was found that if outward bound training did not have physical support, the effect on improving psychological quality was not very satisfactory, so it was later proposed that outward bound training was a new type of sports event based on certain physical requirements, with challenges to individual psychological quality as the core. It can also be seen from the project operation process, for example, the teaching content of the horizontal bar in the air requires students to stand at an altitude of 8 meters and strive to jump out and grasp the

horizontal bar in front of them, people standing on it will be scared and cowardly in their psychology, "but with the encouragement of my teammates, teachers, and myself, I will boldly jump out, when I summarize the project, the most common voice I hear is that I didn't expect to succeed," "I have overcome myself, and in the future, when encountering difficulties, I will not shrink back, and I will accept any challenges." From this point, we can see that outward bound training is superior to conventional physical education teaching in improving college students' psychology. The experimental data also verified this point, the experimental group conducted a SCL-90 questionnaire after the experiment, and the results obtained were statistically analysed with the pre-experiment SCL-90 questionnaire results. The data showed that there were significant differences in the mental health level of the experimental group before and after the experiment, except for somatization ($p < 0.05$), compulsion ($p < 0.05$), and hostility ($p < 0.05$), the other factors all reached a very significant difference ($p < 0.01$) (see Figure 2), indicating that outward bound training has a significant effect on improving the mental health level of college students.

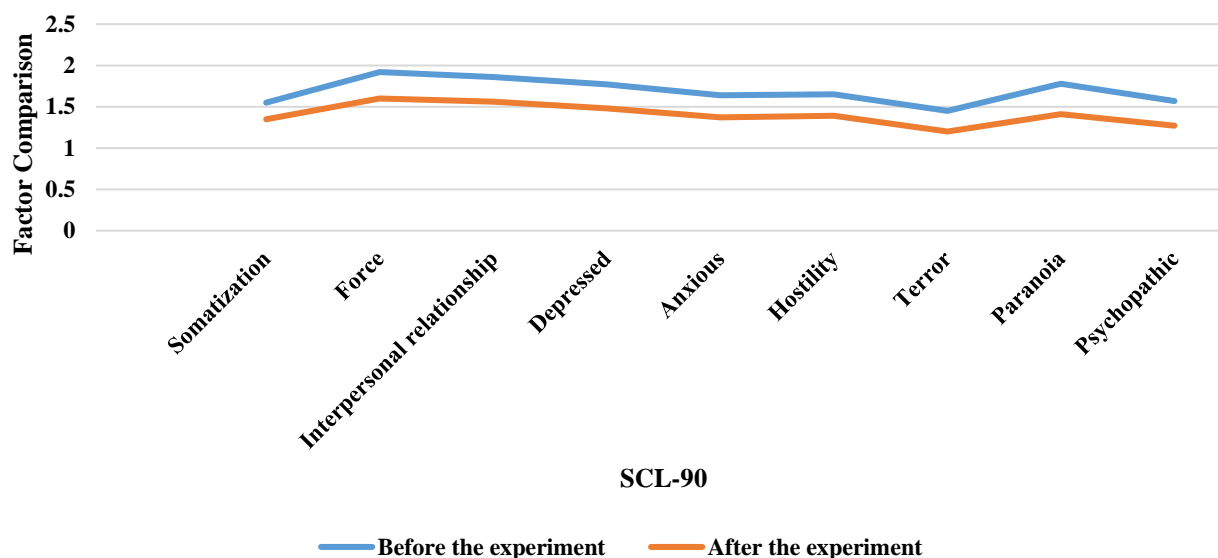


Figure 2: Comparison of SCL-90 Factors Before and After the Experimental Group.

Comparative analysis of mental health indicators between the experimental group and the control group after the experiment. In the process of outward bound training, students' psychological qualities will be honed during the completion of projects, for example, the downhill project involves using ropes to quickly descend from a height of 100 meters, many students hesitate, worry, fear, and retreat when they descend, however, through encouragement and inducement, they will bravely participate, and at the end of the project, they will exclaim how they can have such

courage. This psychological performance is not seen in regular sports events, and regular physical education rarely involves the level of mental health education, mainly focusing on achieving results. Experimental data can also prove that outward bound training is superior to conventional physical education in improving mental health. After the experiment, a T-test was conducted between the experimental group and the control group on the level of mental health, the results showed that there were significant differences between the experimental

group and the control group on the nine factors of mental health, there were significant differences in somatization ($p < 0.05$), obsessive compulsive symptoms ($P < 0.05$),

anxiety ($P < 0.05$), and hostility ($P < 0.05$), while the other factors reached very significant differences (Figure 3).

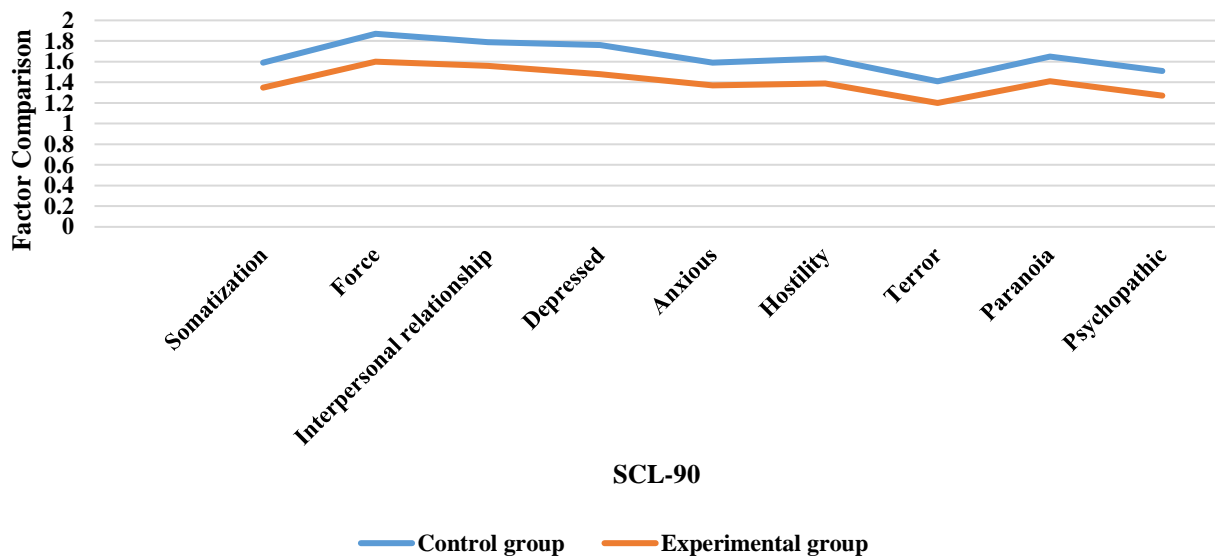


Figure 3: Comparison of the Mental Health Level Between the Experimental Group and the Control Group.

The educational value of physical education is reflected in the strengthening of the body and the cultivation of the emotions of the students, and it can also realize the shaping of the soul and the tempering of the will of the college students. This makes modern physical education have a certain moral value, and in the process of the integration of moral education and physical education, it can achieve the education of the body and mind of the students. It can be seen that the implementation of curriculum ideology and politics in physical education is the key to the implementation of college ideological education, which is conducive to the improvement of college students' ideological quality and physical quality. It is of positive significance to explore the influence of ideological and political implementation on college students in PE class, which is the only way to promote the integration of ideological and political integration in sports.

Discussion

Strengthen the construction of teachers for outward bound training, specialized teachers are the guarantee that outward bound training can truly achieve results. Physical education teachers must have the ability to design and implement outward bound training courses and practice them personally. As the vast majority of physical education teachers in colleges and universities have no experience of outward-bound training, they may have no knowledge of outward-bound training, therefore, teachers must be trained before the outward-bound training course,

physical education teachers should first master the basic theoretical knowledge of outward-bound training, and then learn practical operations from a professional outward bound training company. Integrate the training methods of social professional development training companies with college physical education teaching, on the one hand, it improves teachers' understanding of outward bound training, and on the other hand, it lays the foundation for scientific design of outward bound training content (Bessa et al., 2021). Strengthen the ability to design the content of outward-bound training and offer outward bound training courses in college physical education, the projects can be divided into basic quality training and comprehensive quality training. Basic quality training mainly improves students' self-challenging ability, challenges their own limits, and enhances team spirit. It mainly focuses on outdoor field training programs, and universities with conditions can also add outdoor and water programs. Because college students are different from people who have worked in society for many years, they cannot adapt to the challenge intensity of outward bound training at once, therefore, it is important to consider the psychological characteristics of college students, targeted transplant some training content from social professional development companies into teaching, the content design of development training courses should also have commonality, so that individual trainees can actively participate, have the courage to try, support themselves, and share experiences (Su, 2022). Strengthening the organization and management of

external training, organization and management of external training includes four areas: management of external training organization, investment of external resources, security management of external training, assessment and management of external training, and external learning management (Ramírez-Valdivia & Latorre, 2022). Colleges and universities should establish special management centres for outdoor training in physical education departments, use assessment processes to increase investment in outdoor training, review the safety of outdoor training, and meet requirements for outdoor training university physical education (Li & Li, 2022).

Conclusion

The implementation of curriculum ideological and political thinking in the course of physical education in colleges and universities is of great significance to the ideological education of college students. It ensures that the physical fitness of college students is enhanced at the same time, edifying sentiment, cultivating the quality of their will, helping them develop self-discipline, achieving the cultivation of students' comprehensive quality, so as to better face the future study, growth, life and adapt to the society. The introduction of outward-bound training into college physical education conforms to the reform of college physical education curriculum, enriches the content of physical education, is conducive to school-based curriculum development, improves students' athletic quality, promotes students' mental health, and fully embodies the guiding ideology of "health first".

Through analysis, it can be seen that it is feasible to introduce it into physical education classes in ordinary universities. Expanding training courses and traditional college physical education teaching are organically combined to give play to their respective advantages and improve students' comprehensive qualities. It has a positive promoting effect on the physical and mental development of college students, especially in the cultivation of mental health levels, which is better than conventional physical education classes. The content, means, and form of expansion training courses are all improving the current single and boring organizational form of physical education teaching, making physical education more vivid and charming. Introducing outward bound training into college physical education can cultivate college students' awareness of lifelong sports and contribute to the national fitness project. Extension training has been introduced into college physical education teaching, enabling students to master modern enterprise management knowledge during the learning process, and providing assistance for college students' employment. In the process of physical education in colleges and universities, the emphasis on the exploration of ideological and political education elements is often the embodiment of the value of physical education curriculum, but also the key to the implementation of moral education function of physical education discipline. By analysing the function of physical education, we can find that it contains moral education elements. The skills teaching and value orientation included in the daily teaching process are effective ways to practice physical education.

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