Analysis of Promotion of Sports and Ideological and Political Education to Students' Physical and Mental Health

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Abstract

To effectively implement ideological and political education within the physical education curriculum, it is proposed to analyze physical education in conjunction with ideological and political education. The influence of cheerleading on the physical and emotional health of 120 elementary school pupils were the research's focus. This paper investigates and intervenes in the six physical fitness indicators and the eight dimensions in the MHRSP primary school students' mental health scale and analyzes the effect and causes of integrating sports and ideological and political education to promote students' physical and psychological health. When determining the sample size of the experimental object, the following formula is used: N=t2P(1-P)/e2, where the accuracy percentage (E) is 0.5, the variation degree of the sample, the confidence (P) is 95%, the error is 10%, and the t-probability degree is constant 1.96; the total number is N=96,04. The results indicated no significant differences between elementary school students' six physical fitness indicators: height, weight, vital capacity, 1-minute sit-ups, 50mx8 round-trip running, and sitting forward flexion ($p>0.05$). Before and after the experiment, there were substantial differences between the experimental group and the control group. As an essential component of education and instruction, physical education curricula can not only improve students' physical health and cognitive abilities but also inspire students' enthusiasm for learning, which is favorable to enhance the mental health of primary school students. Simultaneously, promoting ideological and political courses and teaching higher vocational and physical education can help accomplish the pedagogical objective of "cultivating people by virtue."

Keywords: Cheerleading; Ideological and political education; Physical and mental health; Physical education courses; Sports integrate ideological and political education

Introduction

At the 13th meeting of the comprehensive Deepening Reform Commission on April 27, 2020, the "opinions on deepening the integration of sports and education and supporting the healthy development of adolescents" (hereafter referred to as the "opinions") were evaluated and approved. On September 21, 2020, the State General Administration of Sports and the Ministry of Education announced: their "opinions" (Ma, 2021). The integration of sports and education is a key directive and initiative given by the central government of China. It is the entire reform project of the current development of school sports. It aims to blend athletics and education to promote the healthy growth of adolescents. Adolescent health issues are essential to promoting adolescents' holistic development. Adding health components to the school curriculum and boosting the overall quality of teenagers through athletics is also necessary for enhancing the quality of educatin (Li & Wang, 2021). Therefore, the removal of institutional barriers in the context of the integration of sports and education lies not only in the cultivation of high-level sports teams and high-level athletes but also in using the integration of sports and education to promote the reform of physical education so that all citizens can improve their understanding of sports concepts, and in encouraging all sectors of society to inject vitality into the development of sports (Chen, 2020). Under the new paradigm of education, the value of quality education is emphasized. Quality education has also been introduced in the development and reform of vocational education, highlighting the comprehensive quality development of vocational college students. Physical education provides a new opportunity for the holistic development of vocational college students. While participating in sports teaching activities, students can not only learn sports skills but also cultivate cooperation consciousness, competition consciousness, will quality, and ideological education can accurately promote education goals, promote the construction of a new sports teaching mode, and rich course teaching resources. Student-based and political work can carry out the ideological and political education work based on the lack of students' ideas, promote the healthy development of students' bodies and minds, and satisfy the requirements of the building and development of contemporary society.

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Developing sports in the new era has become an important event. China is one of the world's Olympic events, and it is also the world's sports power; sports school development is valued by the country; strengthening sports school students' ideological and political education work is not only to promote the development of China's sports career but also to achieve the vital objective of education development in the context of the modernization of society. The primary relationship between exercise and health is that exercise can promote the growth and development of the body and enhance the human body's exercise capacity. In addition, it may stimulate the improvement of the human internal organs, particularly the cardiopulmonary structure and body, which can effectively prevent the incidence of certain cardiopulmonary diseases and other illnesses. Exercise can also enhance and improve the central nervous system's function. Figure 1 depicts the association between sports and health. This paper primarily employs the experimental method, literature, mathematical statistics, the extracurricular activities of the outstanding students' cheerleading exercise teaching experiment intervention, the children's six physical quality index and MHRSP pupils mental health scale's eight dimensions mean survey and experimental intervention and analyzes the effect and causes of sports fusion ideological education for the promotion of students' physical and mental health.

Figure. 1 Relationship between sports and health

Literature Review

In 2019, Yao, S researchers emphasized that cheerleading is a highly technical sport with stringent physical standards for competitors. Professional cheerleading training will encourage the general improvement of athletes' physical qualities, particularly the development of their core strength, which will aid in the growth of athletes' waist and abdomen strength, upper limb strength, and other comprehensive qualities (Yao, 2022). According to Sun, X, "through the induction and research of scientific literature, it has been determined that the practical activities of cheerleading are conducive to the effective operation of the body's fundamental system, the development of important physical skills, the improvement of physical preparation, and the enhancement of physical quality." Cheng, P. stated that cheerleading is a pleasant and novel new sporting event. Cheerleading significantly impacts the improvement of College Students' physical fitness and the cultivation of unity and cooperation awareness, as determined by experimental demonstration, linear regression method, and mathematical statistics of independent sample t-test. This research was conducted to investigate further the basis for the development of cheerleading in colleges and universities (Cheng et al., 2022). Deng, J. stated in "Research on the Impact of Cheerleading on the Positive Psychological Quality of Primary School Students" that the entire student body should be organized to engage in cheerleading courses and competitions by utilizing the advantages of traditional gymnastics schools. Cheerleading has been demonstrated to positively impact the construction and growth of students' exceptional mental health (Deng, 2021). Wang, J. stated in "Research on the impact of campus football on the development of physical and mental quality of primary school students" that primary school students' participation in football training has a relatively apparent positive effect on their development, which has substantially enhanced their overall physical quality (Wang et al., 2021). In 2019, the paper "Experimental Research on rhythm teaching to promote the physical and mental health of primary school students - Taking

Fengxian Mingde foreign language primary school" stated that the performance of primary school students in rope skipping, vital capacity, sitting forward, bending, 50 meters, sit-ups, and 50mx8 round-trip running (Okuyama et al., 2021). In a 2019 paper titled "Research on the Promotion of Cheerleading on Students' Mental Health," Wei stated: "With the aid of experimental research, through the experimental teaching of Cheerleading Sports Intervention, many indicators of primary school students' self-awareness level, interpersonal communication, social adaptability, will quality exercise, life attitude training, etc. have been explored and studied." The research findings indicate that long-term participation in cheerleading classes can aid elementary school pupils' mental health development (Meng et al., 2020).

Sports school ideological and political education is limited, but the social environment exerts influence through life and networks; therefore, innovative sports school students' ideological and political work, expansion of ideological and political education content, and formulation of a targeted development strategy are required to solve the current problems in sports school students' ideological and political education.

As a modern and progressive educational concept, "people-oriented" thoroughly explains the notion of taking students as the primary educational concept, which is also the fundamental innovation of ideological and political work for students in sports schools.

Using the intervention experiment of cheerleading on children and students, this paper aims to scientifically and quantitatively investigate the impact of cheerleading on the physical and mental health. Using the results of the project's theoretical research, we will simultaneously explore and analyze the effectiveness of cheerleading in promoting the physical and mental health of children and students, explain the physical and psychological health problems of primary school students, and enrich the theoretical treasure house of cheerleading in promoting the physical and mental health of children and students.

Methodology

Research object

In 2018, Rose, L. T.And others in the dance cheerleading on primary school girls' physical and mental health experimental research survey results indicate that cheerleading dance teaching has a very significant effect on the physical quality of the core strength, flexibility, and sensitivity, and the psychological quality of emotional disorders, social adaptation, personality disorder, and behavior disorder correction (Rose & Soundy, 2020). This experiment pertains to sports statistics and scientific research techniques. According to the statistical sample size calculation method N=t2P(1-P)/e2, the accuracy value % (E) of the survey result is 0.5, or the degree of sample variation, when estimating the sample size of the experimental item. In statistics, mathematics, physics, and other subjects, sample size refers to the total number of sample items collected from the population. The size of the sample is a component of the choice test statistic.

Using the criteria of confidence (P) 95%, acceptable error 10%, and t probability with a constant value of 1.96, the total number N is calculated to be 96.04. According to calculations, the sample size n should exceed 96. To ensure the precision and accuracy of the experiment, the sample size specified in this study is 120. Based on the high homogeneity and strong representativeness of students in Grade 5 of primary school, this paper distributed 40 psychological experiment scales to the experimental and control groups of three schools, and the teachers filled in the physical quality information, thereby filling in the material quality information achieving the measurement objective.

Research methods

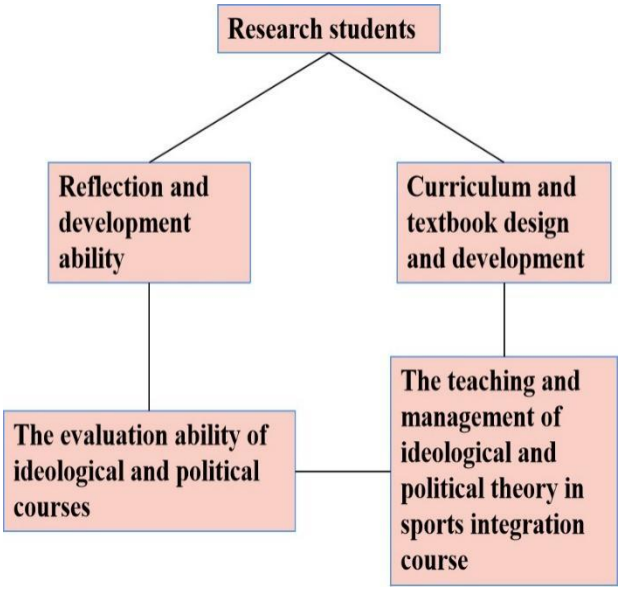

Figure 2 Key points of the teaching design of sports integrating ideological and political education for students' physical and mental health

Figure 2 is the focal point of integrated physical education design for students' physical and mental health and their ideological and political education. In this article, the keywords are "cheerleading," "physical health of elementary school pupils," and "ideological and political education," among others. Use electronic retrieval services like VIP journal, Wanfang database, CNKI, and PubMed foreign literature database to search for pertinent papers.

Questionnaire survey method

The "primary school students' mental health assessment scale" (Ma, 2021) was used to measure the effect of cheering exercise intervention on the mental health of primary school kids before and after the trial. Based on scientific theory, the mental health indicators of elementary school pupils are categorized into eight dimensions: learning disorder, emotional disorder, personality defect, social adaptation disorder, moral defect, bad habits, behavioral disorder, and unique disorder. No, frequently, and occasionally correlate to "0", "1", and "2" for scoring. The psychological scale then uses the cumulative index scores of each dimension to calculate the total score of the mental health scale for primary school kids. Conversely, the greater the score of elementary school pupils, the lower the degree of mental health (Qi, Li, & Zhang, 2021). Primary school students in the cheerleading exercise intervention physical effect before and after the national student physical health standard level three stage test content, level three for compulsory education stage grade 5-6 students in physical education and health course expected learning results, to measure students' cardiopulmonary function, lower limb strength, endurance, flexibility, and core strength, and measured by the teacher for each student in the experiment.

Subjects

This experimental study employs cluster sampling to pick 120 students at random as its experimental subjects. The experimental and control groups are established in this experiment, as stated in Table 1. There are 30 boys and 30 girls in the experimental group and the same number in the control group; their ages range from 10 to 11 years. Before the experiment, they had not received professional dance and other sports art technical skills instruction. According to the experimental data test, there is no significant difference between the experimental and control groups in the two critical content index system data of mental health and physical fitness. The levels are identical, satisfying the practical research requirements (Ma, 2021). This study evaluated psychological quality factors using the Primary School Students' Mental Health Assessment Form (Mental HealthRate Scale For Pupil; MHRSP). The test contains eight dimensions: learning disorder, emotional disorder, personality defect, social adaptation disorder, moral defect, bad habits, and behavior disorder. The scale was administered both before and after the experiment, and the scores before and after the investigation were averaged to determine the effect of cheerleading on the mental health promotion of elementary school pupils.

This paper is on the outstanding school students, 120 questionnaires issued before the experiment and 120 scales after the recovery, the pupils' physical and psychological quality indicators scale evaluation data statistics, summary and sorting out.SPSS statistics24.0 data editor is used to analyze the experimental data to ensure this experiment's science, authenticity and effectiveness (Zhu et al., 2021).

Table 1

List of basic information distribution of primary school students in the experimental group and the control group (n=120)

Group	Total number of people	Gender		Age range
		Male (%)	Female (%)	
Experience group	60	30（50%）	30（50%）	10-11
Control group	60	30（50%）	30（50%）	10-11
Total	120	60	60	10-11

Results and Discussion

Comparative analysis of physical fitness indicators of primary school students in the experimental group and the control group before the experiment

As one of the sports, cheerleading involves the coordination of the upper and lower limbs, as well as a particular degree of activity and intensity, so that the body can create certain sports benefits. Before the experiment, 120 primary school pupils who participated in the experimental intervention and study were examined for physical fitness indicators to determine the effect of cheerleading on physical fitness indicators.

To determine whether the independent variables of the control group underwent statistically significant changes before and after the experiment, the six physical fitness indicators of primary school students in the control group were measured before the experiment and presented in Table 2. Before the investigation, the average height of the primary school students in the control group was 142.9 ± 8.6cm, the average weight was 36.7 ± 8.8kg, the average vital capacity was 1533.3 ± 193.6ml, the average value of one-minute sit-ups was 25.3 ± 9.8, the average value of 50m*8 round-trip running was 105.1 ± 18.5 seconds, and the average value of sitting forward flexion was 5.3 ± 0.8. The measured values fall within the usual range compared

to the physical fitness markers of Chinese fifth graders of this age. Before the experiment, the physical fitness of the students in the experimental group was tested so that changes in the six indices of physical fitness before and after the experiment could be compared scientifically and correctly. Before the experiment, the average height of the experimental group of primary school students was 141.8 ± 7.1cm, the average weight was 37.0 ± 6.9kg, the average vital capacity was 1630.7 ± 240.3ml, the average number of sit-ups in one minute was 25.4 ± 7.9, the moderate 50m*8 round-trip running time was 108.8 20.1 seconds, and the average sitting forward flexion was 7.0 ± 5.2. The measured values fall within the usual range compared to the physical fitness markers of Chinese fifth graders of this age.

Table 2

Statistical table of six indicators of physical fitness of primary school students in the experimental group and the control group before the experiment

Physical fitness index	Before experiment		F	P
	The experimental group (X± SD)	Control group (X ± SD)		
Height /cm	141.8±7.2	142.9±8.6	0.83	0.37
Weight /kg	37.0±6.9	36.7±8.8	3.70	0.06
Vital capacity /ml	1630.7±240.3	1533.3±193.6	1.63	0.21
1-minute supine rise/piece	25.4±7.9	25.3±9.8	2.90	0.09
50m*8 round trip /s	108.8±20.1	105.1±18.5	1.14	0.29
Sit forward /cm	7.0±5.2	5.3±4.9	0.01	0.91

Note: "F" represents the statistical value of the F test; "P" is the probability, reflecting the probability of an event

As shown in Table 2, through the t-test of independent samples of the experimental group and the control group before the experiment, there is no significant difference in the six indicators of primary school students' physical fitness height, weight, vital capacity, 1-minute sit-ups, 50m*8 round-trip running, and sitting posture forward flexion in mathematical statistics, p>0.05, indicating that the physical fitness of the control group and the experimental group are comparable. Observing the average values of six physical fitness indicators for the experimental group and the control group reveals that the experimental group's vital capacity, 50m*8 round-trip running, and sitting posture flexion are higher than those of the control group; however, they are still within the normal range and satisfy the experimental conditions for conducting the investigation.

Comparative analysis of mental health indicators of primary school students in the experimental group and the control group before the experiment

Table 3

Statistical table of various indicators of the mental health status of the experimental group and the control group before the experiment

Mental health indicators	Before experiment		T	P
	The experimental group (X± SD)	Control group (X ± SD)		
Learning disorder	1.2±1.5	1.1±1.5	0.25	0.80
Emotional disorders	3.2±2.5	2.9±1.9	0.68	0.50
Character defect	3.6±2.2	3.8±2.9	-0.35	0.73
Social adaptation disorder	3.3±2.1	3.1±1.7	0.37	0.72
Moral defect	1.2±1.4	1.3±1.4	-0.21	0.84
Bad habits	2.5±1.5	2.4±2.0	0.24	0.82
Behavioral disorders	4.9±2.8	4.6±2.0	0.55	0.59
Special obstacles	1.7±1.6	1.8±1.8	-0.19	0.85
Mean value of the total score	21.7±6.1	21.1±7.0	0.40	0.69

Note: "t" represents the statistical value of the t-test; "P" is the probability, reflecting the probability of an event

The "mental health assessment scale for primary school students" points out that if the total score of the total scale is ≥ 65 points or above, or the total score of one dimension is ≥ 10 points, it means that the subjects have mental health problems in terms of mental health (Daniel et al., 2022). Before the experiment, the mental health measurement of

primary school students in the control group is shown in Table 3: the average score for learning disabilities is 1.1 ± 1.5, the average score for emotional disorders is 2.9 ± 1.9, the average score for personality defects is 3.8 ± 2.9, the average score of social adaptation disorders is 3.1 ± 1.7, the average score of moral shortcomings is 1.3 ± 1.4, the average score of bad habits is 2.4 ± 2.0, the average score of behavior disorders is 4.6 ± 2.0, and the average score of particular disorders is 1.8 ± 1.8. The mean value of the total score is 21.1 ± 7.0. Before the experiment, the mental health measurement of primary school students in the experimental group is shown in Table 3: the average score for learning disabilities is 1.2 ± 1.5, the average score for emotional disorders is 3.2 ± 2.5, the average score for personality defects is 3.6 ± 2.2, the average score of social adaptation disorders is 3.3 ± 2.1, the average score of moral defects is 1.2 ± 1.4, the average score of bad habits is 2.5 ± 1.5, the average score of behavior disorders is 4.9 ± 2.8, and the average score of particular disorders is 1.7 ± 1.6. The mean value of the total score is 21.7 ± 6.1.

As shown in Table 3, the paired sample t-test of the mental health status of the experimental group and the control group before the experiment reveals that the P values of the eight-dimensional indicators of learning disabilities, emotional disorders, personality defects, social adaptation disorders, moral defects, bad habits, behavioral disorders, and particular disorders on the "mental health scale for primary school students" are more significant than 0.05. It demonstrates that there is no substantial variation in mental health indicators between the experimental group and the control group before the trial and that the mental health level remains unchanged, allowing for a comparative experiment to be conducted (Chen, 2020). According to the questionnaire, the average values for emotional disorder, personality defect, social adaption disorder, and behavior disorder are relatively high among primary and secondary school pupils concerning their mental health. The mental health of elementary school pupils should be given more attention and changed in four ways.

Comparative analysis of physical fitness indicators of primary school students in the experimental group and the control group after the experiment

Table 4

Comparison and statistics of physical fitness indicators of primary school students in the experimental group and the control group after the experiment

Physical fitness index	Before experiment		F	P
	The experimental group (X± SD)	Control group (X ± SD)		
Height /cm	142.1±7.1	143.1±8.4	-0.56	0.58
Weight /kg	37.6±5.4	36.8±8.7	0.43	0.67
Vital capacity /ml	1756.3±254.6	1536.7±187.1	3.85	0.001
1-minute supine rise/piece	30.7±6.4	26.3±8.8	2.09	0.04
50m*8 round trip /s	101.8±16.4	103.4±17.6	-0.45	0.66
Sit forward /cm	8.5±4.1	5.3±4.6	2.89	0.007

Note: "t" represents the statistical value of the t-test; "P" is the probability, reflecting the probability of an event.

Table 4 shows that after 8 weeks of regular physical education courses and extracurricular sports activities, the physical fitness indicators of primary school students in the control group have changed as follows: the average height is 143.1 ± 8.4, the average weight is 36.8 ± 8.7, the average vital capacity is 1536.7 ± 187.1, the average one-minute sit UPS is 26.3 ± 8.8, the average 50m*8 round-trip run is 103.4 ± 17.6 seconds, and the average sitting forward flexion is 5.3 ± 4.6 cm. From the data after the experiment, the height and weight of pupils in the control group have increased, which may be related to the fact that pupils are in the stage of growth and development; Vital capacity, 1-minute sit-ups and 50m*8 round-trip running also increased, but the sitting body flexion did not change significantly compared with that before the experiment. The physical fitness indexes of primary school students in the experimental group changed as follows: the average height was 142.1 ± 7.1, the average weight was 37.6 ± 5.4, the average vital capacity was 1756.3 ± 254.6, the average minute sit-ups was 30.7 ± 6.4, the average 50m*8 round-trip running was 101.8 ± 16.4, and the average sitting forward bending was 8.5 ± 4.1 cm. From the data after the experiment, the height and weight of primary school students in the experimental group also increased, but the increase was not much; Vital capacity, 1-minute sit-ups and sitting forward flexion increased significantly, and the performance of 50m*8 round-trip race was considerably higher than that before the experiment. In general, the

primary school students' aerobic dance, core quality, and flexibility stretching training in the cheerleading community curriculum improved the experimental group's six indicators of physical fitness after the experiment.

Table 4 demonstrates that after eight weeks of experimental course instruction, the physical fitness indicators of primary school pupils in the experimental and control groups had altered to varying degrees. Before and after the trial, height and weight indicators increased, but there was no significant difference between the experimental and control groups. In terms of vital capacity index, there is a substantial difference between the experimental group and the control group, p=0.01, indicating that: after the teaching intervention of the Cheerleading community course, the experimental group's primary school students' vital capacity is significantly higher than that of the control group. Before and after the trial, there was a substantial difference between the experimental and control groups as measured by the number of sit-ups completed in one minute. After the trial, the experimental and control groups' results improved on the 50m*8 round-trip running index. The experimental group's average score for the 50m*8 round-trip run was 101.78 seconds, while the control group's average score was 103.94 seconds (p>0.05). There was no significant difference between the results of the round-trip runs. The experimental group performed better than the control group on the index of sitting forward flexion after the experiment, with an average score of more than 3.18 cm, p<0.05, showing a significant difference in sitting forward flexion between the experimental group and the control group.

Comparative analysis of mental health indicators of primary school students in the experimental group and the control group after the experiment

Table 5

Comparison and statistics of various indicators of the mental health status of primary school students in the experimental group and the control group after the experiment

Mental health indicators	Before experiment		T	P
	The experimental group (X± SD)	Control group (X ± SD)		
Learning disorder	0.9±1.2	1.1±1.0	-0.59	0.56
Emotional disorders	2.2±1.4	3.0±1.6	-2.34	0.03
Character defect	1.9±1.2	3.2±1.8	-3.17	0.004
Social adaptation disorder	1.2±1.1	2.8±1.5	-6.01	0.00
Moral defect	0.8±0.8	1.4±1.2	-2.07	0.048
Bad habits	1.3±0.8	2.5±1.5	-4.54	0.00
Behavioral disorders	2.3±1.3	4.5±1.9	-5.37	0.00
Special obstacles	0.9±1.0	1.8±1.8	-3.52	0.001
Mean value of the total score	11.7±3.2	21.0±4.1	-9.50	0.00

Note: "t" represents the statistical value of the t-test; "P" is the probability, reflecting the probability of an event.

After 8 weeks of experimental teaching activities (regular physical education courses + extracurricular physical education activities), as shown in Table 5, the changes in mental health indicators of primary school students in the control group are as follows: The average score of learning disabilities is 1.1 ± 1.0, the average score of emotional disorders is 3.0 ± 1.6, the average score of personality defects is 3.2 ± 1.8, the average score of social adaptation disorders is 2.8 ± 1.5, the average score of moral shortcomings is 1.4 ± 1.2, the average score of bad habits is 2.5 ± 1.5, the average score of behavior disorders is 4.5 ± 1.9, the average score of particular disorders is 1.8 ± 1.8, and the average value of total scores is 21.0 ± 4.1. Overall, after the experiment, the indicators measured by the mental health scale for primary school students in the control group increased partially. However, the increase was slight, and the mental health status of primary school students in the control group was still in a state that needed to be improved. The changes in mental health indicators of primary school students in the experimental group are as follows: The average score of learning disabilities is 0.9 ± 1.2, the average score of emotional disorders is 2.2 ± 1.4, the average score of personality defects is 1.9 ± 1.2, the average score of social adaptation disorders is 1.2 ± 1.1, the average score of moral defects is 0.8 ± 0.8, the average score of bad habits is 1.3 ± 0.8, the average score of behavioral disorders is 2.3 ± 1.3, the average score of particular disorders is 0.9 ± 1.0, and the average value of total scores is 11.7 ± 3.2. Overall, the mental health indicators of primary school students in the experimental group changed significantly after the experiment, with a significant increase compared with that before the

experiment, indicating that the physical health status of primary school students in the experimental group was effectively alleviated through the teaching intervention of Cheerleading community courses.

As shown in Table 5, after 8 weeks of regular physical education curriculum and cheerleading community curriculum teaching intervention, the indicators of various dimensions in the mental health evaluation scale of primary school students in the experimental group have changed to varying degrees. First, after the experiment, the scores of emotional disorders, personality defects and moral defects in the experimental and control groups were lower than those in the control group, and $0.01<p<0.05$. There were very significant differences between the two groups. The experiment showed that the mental health level of primary school students in the experimental group was better than in the control group. Secondly, in the four aspects of social adaptation disorder, bad habits, behavior disorder and particular disorder, $P \leq 0.01$ indicates a significant difference between the experimental and control groups. The scores of pupils in the experimental group are lower than those in the control group in these four aspects, and the score gap is significant. In these four aspects, the mental health level of pupils in the experimental group is better than that of the control group. However, regarding learning disabilities, the average of pupils in the control group was slightly higher than that in the experimental group, but $p>0.05$, which was not statistically significant.

To sum up, there is no significant difference between the experimental and control groups in the mental health of learning disabilities after the experiment. The unique charm of cheerleading enables the primary school students in the experimental group to better combine sports and music, adjust their physical and mental health levels with the help of the characteristics of cheerleading, ease their impatient emotions, release the pressure of learning, to further hone and shape their morality, behavior, habits and other aspects, and help them develop their mental health normally (Karuc et al., 2020). After 8 weeks of Cheerleading community teaching intervention, it has a positive and influential role in promoting the mental health level of primary school students.

Strategies for Integrating Ideological and political elements in Higher Vocational Physical Education Courses

First, it must be made clear that the purpose of ideological and political education in physical education is solely to modify teaching techniques following the physical education curriculum, not to add ideological education links. Therefore, incorporating ideological and political elements should not alter the basic structure and substance of the curriculum. The course design contains instructional material, methodologies, instructional organization, and evaluation, among other factors. Using badminton instruction as an example, it is required to conduct step-by-step training and demonstration teaching from high and distant balls to kill and drop the ball while teaching backcourt skills and simple tactics. Teaching tactics like serving, rushing to attack, assaulting the middle way, etc., from easy to difficult, enables children to increase their technical cognition and ball ability, as well as their thinking cognition and skill in areas such as hard effort and teamwork (Trembley & Radomski, 2020). In addition, during the teaching process, we should rationally plan individualized instruction based on the physical qualities of the pupils to assist them in regaining their sporting confidence and overcoming psychological issues such as inferiority complex.

Different ideologies and political tenets must be taught following one another, and the curriculum structure must be systematically improved. Set up the teaching of basic action training, a technical collaboration between positions, and other elements scientifically, integrate micro class teaching and different teaching techniques reasonably and improve the process evaluation system by recording courses in real-time (Baker, Leonard, & Milosavljevic, 2020).

Strengthen classroom organization and flexibly integrate ideological and political elements

Organizing sports logically and rationally can aid students in warming up, studying, and training rationally. First, pupils should be grouped sensibly based on their physical and mental conditions, followed by the formulation of sensible hierarchical teaching contents and training targets, as well as the improvement indicators of associated ideological and political elements. In practical teaching, numerous variables are uncontrollable. Therefore, teachers must make reasonable adjustments based on the actual teaching progress and the situation reflected by students, integrate diverse ideological and political elements flexibly, and naturally assist students in better comprehending ideological and political factors such as helping people, unity, and brotherhood in the process of mutual aid and learning.

Strengthen the construction of campus sports infrastructure

Infrastructure is the cornerstone of curriculum development and the primary focus of campus culture development. As the foundation and conduit of ideological and political education, sports culture actively fosters a relaxed and vibrant campus culture and improves athletic

facilities and equipment, such as basketball courts and football fields, so that students can devote themselves to physical exercise and utilize the moral education function of sports. On the other hand, actively building sports spiritual culture can establish advanced sports typical deeds, strengthen the construction of institutional culture, create a good sports learning environment, and encourage students to actively participate in sports activities, thereby ensuring the flexible development of sports activities.

Conclusion

Regular physical education classes and extracurricular sports activities can increase the test scores of 1-minute sit-ups and 50*8 round-trip runs performed by primary school children. Physical education classes and regular physical activity can aid in the development of pupils' core strength and stamina in elementary school. Physical activity with a moderate load will promote the healthy growth of elementary students and maintain their level of material quality. Regular physical education classes and extracurricular sports activities have no discernible effect on the mental health of elementary school kids, and the modification of mental health indicators is neither focused nor professional. In terms of elementary school pupils, share the outcomes of educational integration and continually develop their learning abilities with the aid of new media learning techniques. Simultaneously, students actively participate in school physical education classes, overcome obstacles, challenge themselves during physical exercise, meet the necessary tasks, and exercise their will and qualities. During the activity, I should talk more with my peers, dare to present myself in class, and practice my social adaptability to boost my self-confidence and courage.

Exploring and incorporating more ideological and political elements into physical education courses is a highly innovative effort that can significantly enhance the teaching effectiveness of ideological and political courses and physical education courses. Therefore, physical education teachers should intensify their study of their own ideological and political education-related knowledge, innovate their physical education teaching methods, better integrate ideological and political education with physical education, and assist students in exercising their material quality and establishing correct life and value standards. Simultaneously, promoting ideological and political courses and higher vocational physical education teaching can help fulfil the objective of "cultivating moral individuals." Future PE teachers must also study under the direction of the coordinated development of education, actively participate in the field of professional skills training, scientific system of teaching plan and teaching plan, innovation sports teaching concept, make sports leading goal from physical quality level, into the pupils' physical quality and mental health level, to further ensure the primary school's physical and mental health growth.

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