

The Integration of the Path to Improve the Political Literacy of Physical Education Teachers in Colleges and Universities and Teaching Practice

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Abstract: As an important part of the education system, the ideological and political education (IPE) function of physical education (PE) curriculum has been paid more and more attention. This article focuses on the promotion path of university PE teachers' political literacy and its integration mechanism with teaching practice. The purpose of this study is to explore how to enhance the ideological quality of PE teachers and promote their natural integration of IPE in teaching. Through the combination of theoretical analysis and current situation investigation, this article systematically combs the connotation, current problems and causes of political literacy of university PE teachers. On this basis, the research puts forward the promotion path including strengthening theoretical study, perfecting training mechanism and creating educational atmosphere. This article also constructs specific integration strategies from three levels: teaching design, method innovation and assessment system. The research shows that the improvement of university PE teachers' political literacy not only helps to enrich the IPE content of the course, but also promotes the development of students' comprehensive quality. Through the coordinated promotion of institutional guarantees and teaching practices, the deep integration of PE and IPE can be achieved, providing strong support for universities to implement the fundamental task of moral education in the new era.

1. Introduction

Under the background of the development of education in the new era, college education not only undertakes the task of imparting professional knowledge and skills, but also shoulders the fundamental mission of educating people [1]. With the increasing importance of IPE in various disciplines, how to effectively integrate IPE into university PE has become a key issue to be solved urgently in the current education field [2]. In this situation, the promotion of university PE teachers' political literacy and its integration with teaching practice have become the core link to promote the IPE construction of PE class in universities [3].

At present, education promotes quality education in an all-round way, emphasizing the cultivation of socialist builders and successors with all-round development of morality, intelligence, physique and beauty [4]. As an important part of the higher education system, PE can enhance students' physique and has a unique educational function [5]. In the actual PE in universities, some teachers pay too much attention to the teaching of physical skills, but lack sufficient attention and effective methods to the integration of IPE, which leads to the failure to give full play to the educational value of PE [6]. Therefore, it is of great practical significance to deeply study the ways to improve the political literacy of university PE teachers and realize the organic integration with teaching practice.

The purpose of this article is to explore the effective ways to improve the political literacy of PE teachers in universities, and to deeply combine it with PE practice. Through theoretical research and practical exploration, it is expected to enrich the theoretical system of the integration of PE and IPE in universities, provide practical solutions for the construction of IPE in PE class, and help cultivate college students with good ideological and moral quality and physical quality in the new era.

2. Theoretical integration of teachers' political literacy with teaching practice

The political literacy of university PE teachers refers to the comprehensive literacy of ideological and political concepts, moral quality and awareness of the rule of law that university PE teachers should have [7]. Among them, ideological and political concept is the core, which requires teachers to stand firm in politics and support the party's educational policy; Moral quality emphasizes that teachers should uphold noble ethics and teach by example; The awareness of the rule of law urges teachers to teach according to law and ensures the legitimacy and standardization of educational activities. PE practice covers all kinds of practical activities such as PE curriculum teaching and extracurricular sports activities guidance. In PE practice, teachers improve students' physical fitness and athletic ability by imparting physical knowledge and skills and organizing sports competitions.

For PE in universities, it is needed to dig deep into the ideological and political resources in PE courses, such as sports spirit and teamwork, and carry out IPE while imparting physical skills [8]. Educational psychology theory pays attention to students' psychological changes in the process of learning. The purpose of PE is to strengthen students' physique and cultivate their sports skills, while IPE is devoted to shaping students' correct world outlook, outlook on life and values. Although they focus on different things, their ultimate goal is to cultivate all-round talents and train qualified builders for the socialist cause. The spirit of struggle and awareness of rules in PE are complementary to the education of ideals and beliefs and the education of morality and rule of law in IPE. Through integration, students can improve their ideological and moral standards while exercising.

3. The current situation of political literacy among university PE teachers

(1) Survey methods

In order to deeply understand the current situation of political literacy of PE teachers in universities, this study adopts the combination of questionnaire survey and interview. Questionnaires were distributed to PE teachers in 30 universities in different regions and at different levels. A total of 500 questionnaires were distributed, and 450 valid questionnaires were recovered, with an effective recovery rate of 90%. At the same time, some representative university PE teachers are selected for face-to-face interviews to get more in-depth information.

(2) Main problems

Cognitive level: Some teachers have insufficient understanding of the importance of IPE. According to the results of the questionnaire survey (see Table 1), about 20% teachers think that IPE is mainly the task of ideological and political teachers, and PE teachers only need to focus on the teaching of physical skills. This kind of concept deviation makes it difficult to effectively carry out IPE in PE.

Table 1 Teachers' Cognition of the Importance of IPE

Cognition of the Importance of IPE	Number of People	Proportion
IPE is of vital importance in PE and should be deeply integrated.	180	40%
IPE has a certain role, but it is mainly the responsibility of ideological and political course teachers.	90	20%
IPE has little effect, and PE teachers only need to focus on skill teaching.	45	10%
Unclear about the role of IPE in PE.	135	30%

Ability level: teachers' IPE ability is lacking. According to the survey, only 35% of teachers have systematically studied the relevant theoretical knowledge of IPE, and most teachers don't have a deep understanding of Marxist theory and Socialism with Chinese characteristics's theoretical system. Although many teachers are aware of the importance of IPE, in teaching practice, they often seem stiff and far-fetched.

Consciousness level: Some teachers have weak consciousness of IPE and lack the initiative to integrate into IPE. During the interview, it was found that some teachers thought that the task of PE was too heavy to take care of IPE, or thought that IPE had little effect on improving students' sports performance, so they didn't take IPE as an important task in teaching.

(3) Influencing factors

In school management, some universities pay insufficient attention to the improvement of PE teachers' political literacy, and lack a perfect training system and incentive mechanism. Insufficient policy support, lack of clear policy guidance and resource inclination for PE teachers to carry out IPE, make teachers lack strong support in the practice of IPE. In some teachers' personal career development plans, the improvement of political literacy is not included in the important content, and more attention is paid to the improvement of sports professional skills.

4. Ways to improve teachers' political literacy

In view of the problems pointed out in the previous analysis, such as lack of cognition, lack of ability and weak consciousness, it is needed to build a systematic and multi-level promotion path from multiple dimensions such as theoretical learning, training mechanism and campus environment.

(1) Strengthen the theoretical study of IPE

Theory is the forerunner of practice. PE teachers in universities should strengthen their study of the basic principles of Marxism, Socialism with Chinese characteristics's theoretical system and the Party's educational policy in the new era, so as to lay a solid ideological and political foundation. Therefore, schools should build a systematic ideological and political learning platform, such as setting up a "seminar on ideological and political theory for PE teachers" and organizing diversified learning forms such as special lectures, online courses and reading clubs. At the same time, teachers are encouraged to participate in seminars on IPE inside and outside the school to broaden their horizons and enhance their theoretical literacy.

(2) Improve the training mechanism of political literacy

It is difficult to meet the actual needs of teachers for IPE methods and skills by self-study, so it is needed to establish a scientific and systematic training mechanism. First of all, we should formulate hierarchical and classified training programs according to the different development stages of teachers. Secondly, the content and form of training should be enriched. Besides theoretical teaching, case discussion, scenario simulation and field observation can be introduced to improve the effectiveness and participation of training. See Table 2 for statistics of PE teachers' participation in IPE and training in universities:

Table 2 Teachers' Participation in IPE Training

Participation in Training	Number of Teachers	Proportion	Proportion of Increased Enthusiasm for IPE after Training
Received systematic training	150	33.3%	72.4%
Participated in relevant activities sporadically	180	40%	46.1%
Did not participate in any training	120	26.7%	18.3%

Table 2 shows that over 70% of teachers who have received systematic ideological and political training indicate a significant improvement in their ideological and political teaching abilities, and are more willing to actively integrate ideological and political elements into PE classrooms. This indicates that systematic training can effectively stimulate teachers' enthusiasm and creativity.

(3) Create a good educational atmosphere

A good campus cultural environment is an important external factor in promoting the improvement of teachers' political literacy. Universities should strengthen the construction of

campus culture, create a cultural atmosphere that respects ideology and morality, and promotes positive energy. Universities can establish interdisciplinary teaching and research teams combining sports and IPE to promote communication and cooperation between PE teachers and IPE teachers, and form a collaborative education mechanism. Schools can also establish a special reward mechanism to commend and motivate PE teachers who have outstanding performance in IPE courses, further stimulating their enthusiasm for participation and innovation.

5. The strategy of combining the improvement of teachers' political literacy with practice

The ultimate goal of improving the political literacy of PE teachers in universities is to effectively integrate it into teaching practice and promote the IPE construction of courses to take root. Therefore, we should start with three key links: teaching design, teaching methods and teaching assessment, and construct a systematic and operable integration strategy to make IPE play a role in PE.

(1) Integration of instructional design

In the setting of teaching objectives, the objectives of IPE should be clearly incorporated into the PE curriculum system, such as cultivating students' teamwork spirit, sense of rules and perseverance. In the choice of teaching content, we should dig deep into the ideological and political elements contained in sports to enhance students' sense of national identity and social responsibility.

(2) Integration of instructional methods

Teaching method is the key carrier to realize the deep integration of IPE and PE. On the one hand, teachers should pay attention to the "model demonstration method", set an example and convey correct values through their own words and deeds; On the other hand, situational teaching method can be used to create situations with ideological and political significance in the classroom, so as to guide students to realize moral values and collective spirit in practice. Teachers can also introduce interactive teaching mode, encourage students to cooperate and reflect in groups during sports, and cultivate their communication skills and sense of responsibility.

(3) Integration of instructional assessment

In order to ensure the effectiveness of IPE in PE, it is needed to establish a diversified assessment system. First of all, on the basis of traditional physical fitness test and skill assessment, we should increase the assessment dimensions of students' ideological and moral performance, teamwork ability and discipline awareness. Secondly, expand the assessment subject, besides teachers, we can also introduce students' self-assessment, peer assessment and parents' feedback to form a comprehensive and three-dimensional assessment result. The results of the investigation on the implementation of ideological and political teaching assessment of PE courses in universities are shown in Table 3:

Table 3 Implementation Status of IPE Assessment

Implementation Status of IPE Assessment	Number of Schools	Proportion	Student Satisfaction with Assessment Methods
Already implemented	18	45%	62.3%
Currently piloting	12	30%	51.7%
Not yet carried out	10	25%	23.5%

Table 3 shows that more than 60% of students in universities that have carried out diversified ideological and political assessment think that this way can help improve their ideological quality, and at the same time help teachers to understand students' comprehensive performance in the classroom more comprehensively.

6. Conclusions

In this article, the promotion path of university PE teachers' political literacy and its integration with teaching practice are systematically discussed, and the practical needs and development direction of PE class's IPE construction in universities are clarified. Theoretically, the political

literacy of university PE teachers is not only the need of personal career development, but also the key support to implement the fundamental task of cultivating people by virtue. By defining related concepts and combining with the theoretical basis of pedagogy, this article demonstrates that PE and IPE are highly compatible in objectives and contents, which provides a logical basis for their integration.

After an in-depth analysis of the current situation of political literacy of PE teachers in universities, it is found that some teachers still have obvious shortcomings in cognition, ability and consciousness, which affects the effective development of IPE. These problems are not only influenced by the external policy environment, but also closely related to teachers' own development motivation. Therefore, it is needed to construct a systematic promotion path from the aspects of system design, training mechanism and cultural atmosphere. Furthermore, this article puts forward specific strategies to integrate political literacy into teaching practice, covering teaching design, teaching methods and teaching assessment. These strategies emphasize the educational method of "moistening things silently" and strive to achieve the unity of value guidance and personality shaping without weakening sports skill training.

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