

Research on the Reform Pathways of Physical Education Teaching in Colleges and Universities from the Perspective of Curriculum-based Ideological and Political Education

Minghui Feng^{1,*}

¹College of Traffic Engineering, Shijiazhuang Vocational College of Finance and Economics, Shijiazhuang, CO 050000, China

*Corresponding author: Minghui Feng (Email: 1020108600@qq.com)

Abstract

Against the grand backdrop of the high-quality development of higher education in the new era, Curriculum-based Ideological and Political Education has evolved from a singular innovation in teaching models into a strategic measure for implementing the fundamental task of fostering virtue through education. As the discipline with the broadest coverage, the largest student enrollment, and the strongest practicality within the higher education system, physical education in colleges and universities bears the responsibility not only for enhancing students' physical fitness, imparting sports skills, and improving their mental and physical health-functions that are biological and sociological in nature, but also contains exceptionally rich ideological and political education resources, including patriotism, collectivism, striving for excellence, and the observance of rules and the rule of law. However, for a long time, physical education teaching in colleges and universities has exhibited a tendency to "emphasize skills while neglecting moral education" and to "focus on physical training while overlooking holistic nurturing." This has resulted in shortcomings within the educational chain of physical education curricula. This paper adopts Curriculum-based Ideological and Political Education as its macro perspective, grounded in the reform of educational evaluation in the new era and the educational policy of "simultaneous development in the five domains of education" (moral, intellectual, physical, aesthetic, and labor education). Employing the literature review method, logical analysis, and systems theory, it conducts an in-depth interpretation of the coupling mechanism between Curriculum-based Ideological and Political Education and physical education teaching in colleges and universities. The study begins by reviewing the Marxist Theory on the All-round Development of Human Beings, Embodied Cognition Theory, and Recessive Education Theory, thereby establishing the theoretical cornerstone for their integration. Subsequently, through a thorough analysis of the current status of implementing Curriculum-based Ideological and Political Education in college physical education, the research accurately diagnoses five core issues: the "superficial integration" of ideological elements, the "forced infusion" in instructional design, the "competency gap" among faculty, the "monotonous" teaching methods, and the "excessive reliance on quantification" in the evaluation system.

Keywords

Curriculum-based Ideological and Political Education; College Physical Education; Teaching Reform; Foster Virtue through Education.

1. Introduction

Since the 18th National Congress of the Communist Party of China, the Party Central Committee with Comrade Xi Jinping at its core has attached great importance to ideological and political work in colleges and universities. In 2016, General Secretary Xi Jinping explicitly pointed out at the National Conference on Ideological and Political Work in Colleges and Universities that "we must adhere to fostering virtue through education as the central task, integrate ideological and political work throughout the entire process of education and teaching, and realize whole-process and all-round education." This statement first put forward the concept that "all types of courses should advance in the same direction and on the same path as ideological and political theory courses" [1]. Subsequently, the 2019 Symposium for Teachers of Ideological and Political Theory Courses further emphasized the "Eight Unities," which includes the unity of explicit and implicit education.

In 2020, the Ministry of Education issued the Guidelines for Curriculum-based Ideological and Political Education Construction in Higher Education Institutions (hereinafter referred to as the Guidelines), a landmark document [2]. The Guide line specifically listed "physical education courses" as a separate category, stating the need to "establish the educational philosophy of 'health first,' emphasize patriotic education and traditional culture education, cultivate students' belief in striving tenaciously and taking responsibility, and inspire students' sense of duty to improve the physical fitness of the entire nation." The introduction of this series of policy documents marks the transition of curriculum-based ideological and political construction from macro advocacy to micro-level implementation, and from fragmented exploration to systematic advancement, charting the fundamental course for the reform of physical education teaching in colleges and universities.

Currently, China's higher education has entered the stage of popularization, with high-quality development becoming the core theme. The traditional "single-dimensional" talent cultivation model, which focuses primarily on the transmission of professional knowledge, can no longer meet society's demand for versatile talents. "What kind of people to cultivate, how to cultivate them, and for whom to cultivate them" has become a fundamental question that higher education must answer. As a key link in the "simultaneous development in the five domains of education" alongside moral, intellectual, aesthetic, and labor education, college physical education is entrusted with higher expectations regarding its educational function. Physical education is not only a means to strengthen the body but also a crucial pathway for tempering will, perfecting personality, and cultivating sentiment. Therefore, deepening the reform of physical education teaching and integrating the "genes" of ideological and political education is an inevitable choice for the connotative development of higher education.

The contemporary generation of college students exhibits new characteristics: On one hand, due to factors such as dependence on electronic devices and academic pressure, the declining trend in the physical health of college students has yet to be fundamentally reversed, with the phenomenon of "brittle college students" causing social concern. On the other hand, under the impact of diverse cultural trends, some college students suffer from vague ideals and beliefs, a lack of social responsibility, weak psychological resilience, and poor awareness of teamwork. By virtue of its unique practicality and situatedness, college physical education teaching can effectively address these issues amidst sweat and competition. Through curriculum-based ideological and political reform, physical education teaching can become a primary front for resisting negative trends, promoting positive energy, and shaping core values.

First, this study helps to enrich the theoretical map of Curriculum-based Ideological and Political Education. Current research on the subject is mostly concentrated in science and engineering, as well as literature, history, and philosophy, while studies focusing on the specificities of physical education remain insufficient. This study conducts an in-depth analysis

of the educational laws governing the discipline of physical education, thereby expanding the research territory of Curriculum-based Ideological and Political Education. Second, it contributes to deepening the understanding of the essence of physical education's educational function. By sorting out the dialectical relationship between physical education and moral education, it reveals the intrinsic connection between physical practice and spiritual shaping, thereby contributing to the construction of a theoretical system of physical education pedagogy with Chinese characteristics.

At the practical level, this study possesses strong guiding significance. For frontline physical education teachers, it provides specific operational guidelines, resolving the practical confusion of "where to find ideological elements" and "how to integrate them." For university administrators, it offers a standard framework and evaluation criteria for teaching reform, helping to enhance management efficacy. For students, it allows them to enjoy the pleasure of sports while subtly receiving ideological education, achieving a dual harvest of both physical and mental development.

Since the 2016 National Conference on Ideological and Political Work in Colleges and Universities, the domestic academic community has witnessed a surge in research on Curriculum-based Ideological and Political Education. It is widely acknowledged that integrating this concept into college physical education teaching is an inevitable choice for implementing the fundamental task of fostering virtue through education. Wang Dengfeng pointed out that school physical education possesses the "four-pronged goal" of "enjoying pleasure, enhancing physical fitness, perfecting personality, and tempering will," which aligns highly with the value guidance of Curriculum-based Ideological and Political Education [3-5]. Zhao Fuxue and others further proposed that the construction of Curriculum-based Ideological and Political Education in physical education is the core lever for realizing "education through sports" and holds significant importance for enhancing the country's cultural soft power [6-8]. Most of these studies start from a macro-policy orientation to demonstrate the strategic position of Curriculum-based Ideological and Political Education in physical education, laying the policy and logical foundation for this study.

This represents the most concentrated area of current research on Curriculum-based Ideological and Political Education in physical education. Researchers have attempted to extract ideological elements from different sports events. For example, in traditional martial arts teaching, scholars emphasize the cultivation of "martial ethics" and cultural confidence [9]; in ball games (such as basketball and football), the focus is on mining elements such as teamwork, rule awareness, and collective honor [10]; in endurance events like track and field, the emphasis is placed on the spirit of striving and the character-building of surpassing oneself. However, as Deyi Gao and Aidong Zong pointed out, some studies exhibit a tendency towards "superficial labeling" and "over-politicization," lacking precise profiling and deep integration of ideological elements across different sports [11].

Regarding pathway exploration, Ji Liu called for physical education teachers to transform from "subject masters" to "mentors of virtue", enhancing their own moral literacy [12]. Sumei Yu proposed reforms to teaching content and evaluation methods from the perspective of core competencies [13,14]. Most studies advocate advancing reform by updating educational concepts, optimizing instructional design, and strengthening teacher training. Nevertheless, these pathways mostly remain at the level of macro-level principled exposition, lacking operational details that are applicable to specific teaching scenarios and replicable for widespread promotion [15].

To summarize, although domestic research has yielded substantial results, certain deficiencies remain. Current studies predominantly focus on singular disciplines or isolated segments, lacking holistic optimization that treats teaching objectives, content, methods, evaluation, and support as an integrated closed-loop system. There is an overabundance of qualitative,

speculative research, while empirical studies based on large-scale surveys and teaching experiments are scarce, resulting in proposed pathways lacking robust data support. Furthermore, there is limited research on differentiated reform pathways tailored to various types of colleges and universities (e.g., application-oriented vs. research-oriented) or distinct student groups (e.g., student-athletes vs. general students). It is precisely against this backdrop that this study attempts to construct a systematic and highly operational model for physical education teaching reform, aiming to address the existing gaps in the literature.

Although the specific political terminology of "Curriculum-based Ideological and Political Education" does not exist abroad, foreign theories of General Education and the Hidden Curriculum share conceptual similarities and converge in rationale.

American universities place extreme emphasis on competitive sports (the NCAA system), highlighting the cultivation of leadership, resilience, and sportsmanship through athletic participation. British public schools champion "gentlemanly education," where sports are regarded as "schools of character" for cultivating perseverance, courage, and teamwork. Japan, through its school "club activities", focuses on fostering group consciousness, discipline, and the spirit of self-discipline and dedication to the public good.

These international experiences demonstrate that the educational value of sports has long been globally recognized. However, due to differences in national conditions and ideology, we cannot simply copy these models verbatim. Instead, we must engage in localized adaptation and creative transformation under the overarching guidance of core socialist values.

2. Core Concepts and Theoretical Foundations

2.1. Core Concepts

Curriculum-based Ideological and Political Education is not a specific course, but rather an educational philosophy and curriculum perspective. Its core essence lies in embedding value guidance within the impartation of knowledge and the cultivation of abilities, thereby helping students shape correct worldviews, outlooks on life, and values. It is not a physical splicing of "curriculum ideology," but rather a "genetic" chemical reaction. In physical education teaching, Curriculum-based Ideological and Political Education means dissolving elements such as patriotism, collectivism, and the spirit of striving into the "broth" of physical education teaching like salt, allowing students to absorb them naturally.

Physical education teaching in colleges and universities refers to educational activities conducted within the scope of higher education institutions, organized and planned in accordance with national education policies and the laws of students' physical and mental development, utilizing physical exercise as the basic means. It encompasses not only compulsory physical education classes but also extracurricular sports activities, sports training, and competitions. Its core characteristics lie in its practicality, competitiveness, collectivity, and affective nature, which determine its unique advantages in moral education.

2.2. Theoretical Foundations

Karl Marx pointed out that education is the sole method for creating well-rounded individuals. The all-round development of human beings includes the full, free, and harmonious development of physical strength, intellect, moral character, and more. Physical education serves as a crucial cornerstone for the all-round development of human beings. Integrating ideological and political elements into physical education teaching aims precisely to achieve the unity of "body" and "mind," as well as "physique" and "virtue," preventing the alienation of humans, which aligns closely with the Marxist view of education.

Cognitive processes do not occur solely within the brain but are deeply rooted in the interaction between the body and the environment. Physical activity influences our ways of thinking and

values. In physical education teaching, students can gain a deeper understanding of what constitutes perseverance, collaboration, and fairness through bodily experiences such as running, jumping, and confrontation. This provides a psychological basis for Curriculum-based Ideological and Political Education to achieve "internalization" and "deep understanding" through "personal practice."

Compared to explicit education, implicit education exerts influence through unconscious, indirect, and implicit means. Rule constraints, peer pressure, and the experience of winning and losing in physical education are all typical vehicles of implicit education. This "moistening things silently" approach to education often proves more enduring and profound than dry preaching.

A series of important discourses by General Secretary Xi Jinping regarding "fostering virtue through education," "health first," and "promoting the spirit of Chinese sports" serve as the most direct and fundamental action guidelines for the current reform of Curriculum-based Ideological and Political Education in college physical education. In particular, the "four-pronged goal" of "enjoying pleasure, enhancing physical fitness, perfecting personality, and tempering will" accurately summarizes the functional positioning of school physical education in the new era.

3. Construction of Reform Pathways

To gain a deep understanding of the current situation, this paper, based on observations and analyses of physical education teaching practices in multiple colleges and universities, finds that although the construction of Curriculum-based Ideological and Political Education has made certain progress, it still faces numerous deep-seated dilemmas. The majority of physical education teachers have come to realize that they must teach not only movements but also conduct, and no longer reject ideological and political education. Various colleges and universities have begun compiling resource libraries on the deeds of sports stars and the history of the Olympic Games in China. Some high-quality courses and renowned teaching experts have started conducting ideological and political demonstrations within physical education classes.

When excavating ideological and political elements, many teachers remain superficial. For instance, when teaching basketball, they only mention "teamwork," and when teaching long-distance running, they only mention "perseverance"—formulaic and clichéd, lacking depth and originality. Worse still, some merely mechanically write "cultivating students' patriotic spirit" at the beginning of their lesson plans without any reflection of it during the teaching process, reducing it to "superficial labeling" in ideological education. The reasons lie, firstly, in a shallow understanding of the connotations of sports culture, and secondly, in an inaccurate grasp of the ideological pain points of contemporary college students, leading to a misalignment between ideological elements and student needs.

The "forced infusion" and "disconnection" (or "two separate skins") in instructional design constitute the most prominent current issues. Teachers abruptly interrupt technical instruction to deliver lengthy moral sermons or conduct political lectures while students are gasping for breath after exertion. Such practices disrupt the logic of physical education teaching, provoking student resentment and resistance, resulting in the awkward situation where "a PE teacher teaching ideology seems to be neglecting their proper duties." There is a lack of research on "optimal timing of integration" and "integration techniques," failing to grasp the appropriate "degree" and violating the laws of implicit education.

Physical education teachers commonly exhibit the phenomenon of "understanding sports but not ideological and political education." While many teachers possess excellent specialized skills, they lack sufficient literacy in political theory and reserves of knowledge in the

humanities and social sciences, leaving them unsure how to translate professional sports terminology into educational philosophy. Pre-service training and in-service professional development severely lack components on ideological and political theory and pedagogical methods, leaving teachers "willing but unable".

Despite the adoption of new concepts, many classrooms still cling to the traditional model of "assembly—warm-up—demonstration—practice—dismissal." There is a lack of contextual creation, problem-oriented approaches, and interactive experiences. Students merely repeat movements mechanically, devoid of emotional resonance and introspection on values. This stems from the inertia of teaching mindsets and insufficient mastery of new teaching methods (such as the flipped classroom and scenario simulation).

Current physical education curriculum evaluation remains predominantly focused on physical fitness test data (e.g., speed, distance) and skill proficiency (e.g., shooting percentage). For ideological indicators that are difficult to quantify—such as students' spirit of striving, degree of progress, team contribution, and sportsmanship—they are either ignored or graded based on impression alone, due to a lack of scientific evaluation tools. Quantitative indicators are easy to operate and facilitate ranking, whereas qualitative evaluation is costly, difficult, and highly subjective, leading administrators and teachers to prefer convenient quantitative evaluations. In response to the issues mentioned above, this chapter proposes systematic reform pathways aimed at transitioning from "fragmented" patchwork to "holistic" reconstruction.

3.1. Teaching Objective System

Teaching objectives serve as the compass for reform. It is imperative to break away from the monolithic "physical fitness doctrine" and construct a three-dimensional objective system encompassing Knowledge, Competency, and Values.

The Values objective is the anchor of Curriculum-based Ideological and Political Education. This involves enhancing national pride and a sense of mission through the history of China's sports development and the "Women's Volleyball Spirit"; cultivating civic literacy characterized by observing rules, respecting opponents, and serving society; and shaping psychological traits such as perseverance, proactivity, optimism, and cheerfulness.

The Competency objectives include three specific items: Motor Competency: Mastering one or two sports skills that benefit lifelong development. Cognitive Competency: Possessing the ability to analyze tactics and solve problems. Social Competency: Learning to communicate, collaborate, and lead. The Knowledge objective focuses on mastering principles of movement, fitness methods, nutrition, and health preservation.

Example: In a football lesson on "defensive tactics," the Knowledge objective is to understand defensive positioning; the Competency objective is to execute successful tackles; and the Values objective is to cultivate a "covering awareness," which is extended to imply having a "big-picture perspective" and a "sense of responsibility" in life.

3.2. Optimizing Teaching Content

Different sports disciplines harbor distinct ideological and political genes. A differentiated repository of ideological elements should be established based on the specific characteristics of each sport.

Methods serve as the bridge to achieving teaching objectives. Diversified teaching methods should be adopted to enable students to gain insights through experience.

Table 1. Optimizing Teaching Content

Category	Representative Items	Core Ideological Elements
Competitive Sports	Basketball, Football	Teamwork, Competitive Awareness, Rule Compliance
Skill-based Sports	Gymnastics, Diving	Striving for Excellence, Aesthetic Appreciation, Self-Confidence
Endurance Sports	Running, Swimming	Willpower Quality, Challenging Oneself, Transcending Limits
Traditional Chinese Sports	Martial Arts, Archery	Cultural Confidence, Martial Ethics (Wude)**, Patriotism
Outdoor Sports	Orienteering, Rock Climbing	Explorer Spirit, Environmental Awareness, Survival Skills

3.2.1. Situational Teaching Method

Create authentic or simulated scenarios to imbue teaching content with emotional resonance. For instance, in a basketball class, set up a scenario where "there is 1 second left in the game, the team is down by 1 point, and the player must take the final shot." Rather than merely practicing the shooting form, students are guided to experience psychological regulation under high pressure, as well as the mindset of remaining humble in victory and gracious in defeat.

3.2.2. Exemplar Motivation Method

Leverage the charisma of sports role models. Beyond discussing figures like Michael Jordan or Cristiano Ronaldo, educators should highlight figures such as Su Bingtian (who broke racial stereotypes in sprinting), the Chinese Women's National Football Team (known as the "Steel Roses"), and Paralympic athletes (who embody self-improvement). Organize students to watch match recordings, write reflections, and hold speech contests.

3.2.3. Problem-Based Learning (PBL) Method

Introduce social issues into the physical education classroom. Pose questions such as: "If a teammate intentionally kicks an opponent in retaliation during a match, what would you do as the captain?" Guide students to discuss the relationship between sports ethics and winning or losing, thereby cultivating rational thinking and rule awareness.

3.2.4. Digital Empowerment Method

Utilize modern information technology. For example, use heart rate monitoring wristbands to display students' exercise load in real-time. When the heart rate reaches its limit, encourage students to persist for just 10 more seconds, using data to quantify breakthroughs in "willpower." Additionally, employ VR technology to recreate classic historical match scenarios.

3.3. Strengthening the Teaching Faculty

Teachers are the key to reform. Without the transformation of teachers, there can be no transformation of the curriculum.

3.3.1. Enhancing "Moral Education Consciousness"

Carry out regular initiatives to build professional ethics and teacher morality. Physical education teachers must understand that they are first and foremost educators, and only secondarily coaches. "Educating people" must become the foundational purpose of physical education teaching.

3.3.2. Conducting Specialized Training

Regularly organize "Workshops on Curriculum-based Ideological and Political Education in Physical Education." Invite teachers from the School of Marxism to pair with physical education teachers for joint lesson preparation (collective lesson planning system). Teachers from the

School of Marxism provide theoretical frameworks, while physical education teachers contribute practical insights, achieving complementary strengths.

3.3.3. Establishing Incentive Mechanisms

Institute special awards for "Curriculum-based Ideological and Political Education" within school-level teaching competitions and professional title evaluations, or include the effectiveness of such education as a bonus item, thereby stimulating teachers' enthusiasm.

3.4. Improving the Evaluation System

Evaluation serves as the baton. It is necessary to establish a comprehensive evaluation system that balances both "physical fitness" and "moral integrity."

3.4.1. Diversification of Evaluation Indicators

Integrate ideological and political indicators into assessments, accounting for no less than 20%-30% of the total grade.

Regular Performance (10%): Attendance, attire, care for equipment, and adherence to classroom discipline.

Collaborative Performance (10%): Whether the student helped peers during group exercises and assumed unglamorous or arduous tasks.

Rate of Progress (10%): Focusing not only on the final result but, more importantly, on the effort exerted from the starting point to the endpoint (Value-Added Assessment).

3.4.2. Multi-Dimensional Evaluation Subjects

Introduce student self-assessment and peer assessment. For example, following a teaching match, have students vote to select the "Best Sportsmanship Award" or the "Best Striver Award," rather than solely awarding the "MVP (Top Scorer)" trophy.

3.4.3. Qualitative Narrative Assessment

Beyond assigning a numerical score on the final transcript, teachers must provide personalized written comments. For instance: "Although you finished last in the 800-meter run, you never gave up. This spirit of perseverance is admirable." Such narrative feedback often resonates more deeply with students than a mere score.

4. Teaching Safeguard Mechanisms

4.1. Organizational Safeguard Mechanism

Establish a Leading Group for Curriculum-based Ideological and Political Education Construction, headed by the university leader in charge and comprising representatives from the Academic Affairs Office, the Student Affairs Division, the Department of Physical Education, and the School of Marxism. Regular joint meetings should be convened to resolve cross-departmental coordination issues in the advancement of ideological and political education in physical education courses. The effectiveness of this construction should be incorporated into the annual assessment indicators of the Department of Physical Education.

4.2. Institutional Safeguard Mechanism

Revise the Guidelines for the Compilation of Undergraduate Physical Education Course Syllabi, explicitly stipulating that all newly revised syllabi must include curriculum-based ideological and political objectives and implementation plans; otherwise, they will not be approved for initiation. Establish teaching quality standards for Curriculum-based Ideological and Political Education and incorporate them into the key inspection items of teaching supervision.

4.3. Resource Safeguard Mechanism

Establish dedicated funding to support the compilation of textbooks related to ideological and political education in physical education, the production of micro-lectures, and the construction of virtual simulation experiment projects. Build a "Case Repository for Curriculum-based Ideological and Political Education in Physical Education" and a "Resource Library for Physical Education and Moral Cultivation," enabling resource sharing. Improve the facilities of stadiums and gymnasiums by posting sports quotes, photos of champions, and introductions to the origins of sports within the venues to create an immersive educational environment.

4.4. Cultural Safeguard Mechanism

Forge campus sports culture brand activities, such as "Sports Culture Festivals," "Champions Entering Campus," and "Lectures on Sports Spirit." Utilize new media platforms (WeChat official accounts, Douyin/TikTok) to disseminate short videos showcasing positive sports energy, thereby extending sports-based ideological education from inside the classroom to extracurricular settings and forming a 24/7 educational ecosystem.

5. Conclusion and Future Directions

Curriculum-based Ideological and Political Education and physical education teaching in colleges and universities exhibit a high degree of isomorphism in their educational objectives. Their integration is not only an inevitable requirement for implementing the fundamental task of fostering virtue through education but also the key to resolving the current issue of "educational deficiency" in physical education teaching. The primary contradiction in the current implementation of Curriculum-based Ideological and Political Education in college physical education does not lie in "whether to do it," but in "how to do it deeply and substantively." Problems such as "superficial integration" and "forced infusion" stem from a lack of systematic design and professional competency. Reform efforts cannot merely address symptoms piecemeal; instead, synchronized efforts must be made across five dimensions: reconstructing objectives, optimizing content, innovating methods, enhancing faculty, and reforming evaluation. Only by supplementing these with comprehensive safeguard mechanisms can a synergistic educational force be formed.

This study has primarily focused on constructing a theoretical framework. Although case studies were interspersed throughout, it lacks support from large-scale empirical data. Future research should further select specific colleges and universities to conduct teaching experiments spanning a full semester, utilizing questionnaire surveys and data analysis to quantitatively assess the actual effectiveness of the reform pathways. Additionally, differentiated research should be conducted on the implementation pathways of physical education curriculum ideology and politics in universities of different tiers and geographical regions. With the increasing application of AI and big data in sports, exploring how to utilize algorithmic precision to deliver personalized ideological education content will emerge as a significant research direction.

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