

# Exploration of Ideological and Political Teaching Design for Public Physical Education Courses in Colleges and Universities

## -- Taking Aerobics as an Example

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### Abstract

**This article mainly uses the methods of literature review and logical analysis to explore the teaching design of ideological and political education in aerobics courses in public physical education classes in universities. Based on the "Guidelines for Ideological and Political Construction of Higher Education Curriculum" and the characteristics of aerobics projects, this paper explores and constructs the ideological and political materials, teaching objectives, content, methods, and evaluation in the curriculum, providing some reference for the ideological and political teaching of public physical education courses in schools.**

### Keywords

**Course ideological and political education, Aerobics, Teaching design.**

### 1. Introduction

From December 7th to 8th, 2016, the National Conference on Ideological and Political Work in Higher Education Institutions was held in Beijing. To make good use of classroom teaching as the main channel, ideological and political theory courses should be strengthened through improvement, enhance the affinity and pertinence of ideological and political education, meet the needs and expectations of students' growth and development, and other courses should be well guarded and planted with responsibility fields, so that various courses and ideological and political theory courses can go hand in hand and form a synergistic effect. The important content of public physical education in schools revolves around promoting and improving students' physical health, as well as the educational spirit of sports, such as strengthening students' willpower, resistance to setbacks, and perseverance. The Guiding Outline for Ideological and Political Construction of Higher Education Curriculum was proposed by the Ministry of Education in 2020, aiming to create a group of characteristic sports projects that help students enhance their physical fitness, enjoy sports, temper their willpower, and improve their personality through physical exercise. The aerobics course is one of the important components of college physical education, which not only has the common educational attributes of sports itself, but also has the unique "nurturing" function of aerobics. It has the characteristic of strong popularity and includes various educational functions such as sports, moral education, and aesthetic education. By fully exploring the ideological and political elements of aerobics courses and integrating them with teaching, we aim to make them a facilitator for the development of ideological and political education in universities.

Teaching design is the starting point of teaching, the process of systematically solving teaching problems, and the central stage of achieving teaching objectives. From teaching design to teaching implementation, it is a process of integrating theory with practice. The teaching design and implementation of exploratory physical education curriculum ideological and political

education are of great significance for the integration of physical education curriculum and ideological and political education.

## **2. Organization of the Text**

### **2.1. Research on the Design of Ideological and Political Teaching for Public Physical Education Courses in Colleges and Universities**

#### **2.1.1. Objectives of Ideological and Political Education in College Physical Education Courses**

When designing the goals of ideological and political education in college physical education courses, it is necessary to first analyze the current situation and characteristics of the offered physical education courses. Then sort out the ideological and political content of physical education courses, forming the goal framework of ideological and political education in physical education courses. The ideological and political teaching objectives of college physical education courses can be designed in conjunction with the five training objectives of the new curriculum standards for physical education and health, namely: sports participation objectives, sports skills objectives, physical health objectives, psychological health objectives, and social adaptation objectives.

#### **2.1.2. Ideological and Political Teaching Content of Physical Education Courses in Universities**

The construction of ideological and political education content in physical education courses in universities should be in accordance with the requirements of the "Guiding Outline for Ideological and Political Construction of Higher Education Courses", by exploring the elements of ideological and political education and combining them with the content system of physical education courses. In physical education classes, there are rich ideological and political elements. Teachers can use diverse ideological and political content in different contexts during the teaching process of physical education courses, enabling college students to enhance their ideological and political awareness while exercising. If students are able to cultivate their qualities of observation, thinking, and focus when learning motor skills; When conducting physical training, students can cultivate their perseverance, perseverance, and perseverance; When engaging in sports competitions, it is possible to cultivate students' spiritual qualities of being enterprising and striving hard.

#### **2.1.3. Ideological and Political Teaching Methods for College Physical Education Courses**

Good teaching methods often achieve twice the result with half the effort. For the ideological and political education of physical education courses, innovation in teaching methods can better promote the organic integration of physical education course content and ideological and political education content, stimulate students to think deeply, increase the sense of experience in the learning process, improve the efficiency of sports skills learning, and add experience and understanding of ideological and political education content.

#### **2.1.4. Evaluation of Ideological and Political Education in College Physical Education Courses**

Teaching evaluation can provide timely feedback on students' learning outcomes, reflect their development during the learning process, and provide a basis for subsequent teaching optimization and adjustment. The evaluation of ideological and political education in physical education courses should be comprehensively evaluated from aspects such as sports participation, mastery of sports skills, physical health, psychological health, and social adaptation.

## **2.2. Design materials for ideological and political education in aerobics courses**

### **2.2.1. Design materials for ideological and political objectives of aerobics courses**

The new curriculum standards for physical education and health establish five training goals, namely: sports participation goals, sports skills goals, physical health goals, mental health goals, and social adaptation goals. In the aerobics course, the first step is to warm up with simple and efficient aerobic exercises, allowing all students to quickly participate. Repeated practice while learning aerobics skills can improve students' cardiovascular and other functions, thereby promoting physical health. The first three goals can be achieved while integrating the idea of establishing strategic services such as "lifelong sports" and "healthy China". In aerobics exercises, mental health and social adaptation goals are achieved through interaction, group exercises, competitions, and other means between students and teachers.

### **2.2.2. Design materials for ideological and political content of aerobics courses**

Music is the soul of aerobics programs and a fundamental component of aerobics courses. By choosing positive and energetic music combined with diverse movements in aerobics, diverse and rich ideological and political elements can be excavated, and these ideological and political elements can be flexibly applied to make the ideological and political content of aerobics courses more vivid and interesting. The ideological and political content of aerobics courses can be designed from five parts: warm-up, basic skills, special routines, physical fitness, and ending relaxation.

### **2.2.3. Design materials for ideological and political teaching methods in aerobics courses**

In the selection of ideological and political teaching methods, it is necessary to update and develop them based on the existing teaching methods. We need to establish a teaching model with students as the main body and teachers as the auxiliary, which not only enables students to master professional theoretical knowledge during the learning process, but also enables them to rise in their ideological and political realm, thus achieving the "Three Comprehensive Education". The aerobics course can adopt a mixed teaching method of online and offline, and preview in groups in advance by uploading the learned action content. Within the specified time and requirements, create your own formation and movements according to the group, and encourage creativity based on what you have learned, seen, and felt. Show and perform in groups in class. By increasing students' pre class previews, reviewing materials, creating groups, and performing competitions, we aim to increase the opportunities for students to choose and create independently, enhance their hands-on practical abilities, and truly stimulate students' potential while promoting the cultivation of innovation awareness.

### **2.2.4. Design materials for the evaluation of ideological and political education in aerobics courses**

In the ideological and political education of physical education courses, more emphasis should be placed on process evaluation. Process evaluation can provide more accurate feedback to students in each stage of class. Specific responses should be made based on the different characteristics and situations of students, and a three-dimensional evaluation system should be established. Describing and recording students' performance from different aspects in physical education classrooms, accurately reflecting their performance in the classroom, allows students to gain advantages and disadvantages in the process of learning aerobics courses. Gain confidence in physical education courses through advantage feedback, fall in love with physical education, and cultivate lifelong physical education awareness; Improve motor skills and strengthen oneself through feedback on weaknesses. Classroom routines, training, teaching competitions, interactions, and other situations can also be used as the basis for process evaluation to comprehensively record and provide feedback on students' classroom performance.

### 3. Conclusion

Teaching design is the starting point of teaching, the process of systematically solving teaching problems, and the central stage of achieving teaching objectives. From teaching design to teaching implementation is the process of integrating theory with practice. The design and implementation of exploratory physical education curriculum ideological and political education is of great significance for the integration of physical education curriculum and ideological and political education.

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