

The integration and practice of ideological and political education in basic gymnastics teaching under the three aspects of education

Cong Yu, Huiming Li*, Yingfu Tian

Yunnan Agricultural University, Kunming, Yunnan, 650201, China

**Corresponding author*

Keywords: Three complete education; Curriculum Ideology and Politics; Basic gymnastics; Instructional design; Fusion; Practice the path

Abstract: Comprehensively promoting curriculum ideological and political construction is an important measure to carry out the fundamental task of building moral and cultivating people. At present, the construction of the curriculum ideological and political teaching system of physical education major in colleges and universities is still in the preliminary stage. Based on a full analysis of the ideological and political elements of the basic gymnastics course, this paper makes clear the comprehensive design of the ideological and political integration of the course teaching objectives, teaching content, teaching mode and teaching evaluation, and constructs the ideological and political teaching cases of the course with the concepts of "educating people in the whole process" and "educating people in the whole staff". Through case teaching, students not only perceive visually in class, but also take part in it physically. They not only learn knowledge and skills, but also receive ideological and political education. In the study of other courses and daily life, students' awareness of rules and spirit of unity and cooperation have also been improved, and students' hard-working, perseverance, and tenacious will quality have also had a positive role in promoting.

1. Introduction

The Guiding Outline for Curriculum Ideological and Political Construction in Colleges and Universities points out that professional courses are the basic carrier of curriculum ideological and political construction, and physical education courses should establish the educational concept of health first, pay attention to patriotic education and traditional culture education, cultivate students' tenacious struggle and self-belief, and inspire students' sense of responsibility for improving the physical quality of the whole nation[1]. By digging deeply into and analyzing the ideological and political education elements contained in the basic gymnastics curriculum, this paper makes clear the objectives and content points of curriculum ideological and political construction, explores the practice path of integrating curriculum ideological and political into the classroom teaching process, and verifies the practical effects of its application. In order to provide some reference for other PE curriculum ideological and political reform.

2. Analysis of ideological and political elements of basic gymnastics course

Table 1: Basic gymnastics curriculum ideological and political elements system

Ideological and political input			Ideological and political elements
content		demand	
Teaching process	Classroom routine	Roll call, greet teachers and students, check clothes	Dedicated, civilized and polite Follow the rules
	Preparatory part	Arrange apprenticeships	Respect each other and care for students
Teaching content	Theoretical part	Be able to state the basic knowledge and cultural connotation of basic gymnastics	Patriotism, national pride
	Organization and judging of basic gymnastics competitions	Be able to organize and judge basic gymnastics competitions	Obey the rules, sportsmanship Sense of rules and discipline
	formation	Be able to standardize the practice and demonstration of command formation exercises	Patriotism, collectivism The concept of organization and discipline Help each other, team work
	Freehand gymnastics	Be able to standardize the explanation and demonstration of the basic movements of freehand gymnastics and reasonably arrange the movements of freehand gymnastics	Sense of cooperation, team spirit Aesthetic consciousness, individual effort Collective goal
Teaching evaluation	Multiple evaluation	Adopt a diversified evaluation system (multiple process evaluation combined with the final teaching test separation assessment) to strengthen the process evaluation	Strive to be the first and forge ahead
	Optimize the design of course closing method	Combined with the "separation of teaching and testing" assessment method, students carry out the teaching design of classroom routine (physical education and health courses in primary and secondary schools are 40 minutes per lesson, and the routine part of the class is the first 5-10 minutes, including formation and freehand gymnastics)	Professionalism, outlook on life value

As shown in Table 1, Combined with the feedback of experts and teachers, the course content, teaching process and elements of teaching evaluation are fully explored and analyzed. The ideological and political education resources of basic gymnastics courses are rich, covering patriotism, national pride, respect for etiquette, abiding by rules [2], collectivism, organizational concept, mutual help, teamwork, sportsmanship, rule consciousness, discipline consciousness, cooperation consciousness, aesthetic consciousness, individual efforts, collective goals, etc[3]. Through analysis, the entry point of element integration is identified, and it is integrated with all aspects of basic gymnastics teaching. The objectives and ideas of curriculum teaching design are clarified, and the implementation path of integrating into teaching design is explored, which provides a strong theoretical basis for the construction of its teaching design in basic gymnastics curriculum and a prerequisite for the design of subsequent teaching cases.

3. The comprehensive design of ideological and political teaching in basic gymnastics course

3.1 Ideological and political goal design of curriculum in basic gymnastics curriculum

Through the teaching of basic gymnastics, we can cultivate students' patriotism, sense of organization and discipline, unity, cooperation and obedience to the command of collectivism spirit. It helps students to shape a correct world outlook, outlook on life and values[4], and cultivates their tenacious struggle, belief in struggle, innovative spirit of courage to explore and practical ability to solve problems[5], so that students can have professional quality, industry affiliation and value identification of physical education teachers. In the design of teaching organization to achieve the curriculum objectives, we should combine the specific teaching content and the use of relevant teaching resources, and constantly explore the correlation between curriculum teaching and its relation. To achieve "the combination of learning and thinking, the unity of knowledge and practice", the values in skills teaching and ability training.

3.2 Teaching content design

Table 2: Teaching content design

content	demand	design
Theoretical part	Be able to state the basic knowledge and cultural connotation of basic gymnastics	In the theoretical part of basic gymnastics, students can be organized to learn about the development history of Chinese gymnastics and the gold history of Chinese competitive gymnastics, learn about China's step by step development into a world gymnastics power, and understand that gymnasts win honor for the country and contribute to the country. Inspire students with a strong sense of patriotism and national pride
Organization and judging of basic gymnastics competitions	Be able to organize and judge basic gymnastics competitions	By organizing students to watch the National Day military parade, broadcast the video of gymnastics competition, etc., strengthen students' sportsmanship. Organize students to learn the organization and judging rules of basic gymnastics competition, strictly design basic gymnastics competition regulations, so that students develop a sense of rules and discipline
formation	Be able to standardize the practice and demonstration of command formation exercises	Through the ideological and political cases of "I share a class with retired soldiers" course and the formation exercise itself with the characteristics of military formation, the basic knowledge and skills of formation formation are taught to students, patriotism and collectivism are nurtured, and organizational concepts and discipline concepts are strengthened. Through group practice method and group cooperation practice, students can cultivate the spirit of teamwork and mutual help
Freehand gymnastics	Be able to standardize the explanation and demonstration of the basic movements of freehand gymnastics and reasonably arrange the movements of freehand gymnastics	By explaining the basic movement essentials of freehand gymnastics, requiring students to practice individually first and then practice collectively, students can be educated to obey the collective and take the collective interests as the priority; Asking students to improve the quality of the whole freehand gymnastics movement can educate students the sense of cooperation, team spirit and aesthetic consciousness

As shown in Table 2, Basic gymnastics is a basic course of physical education that ADAPTS to the reform and development of the full credit system. The main contents include basic gymnastics overview, formation, freehand gymnastics and basic gymnastics competition organization and judging methods. Through learning, students can state the theoretical knowledge and cultural connotation of basic gymnastics, and complete the organization and judgment of basic gymnastics competition. Be able to standardize and command the drills and demonstrations of formation exercises, and be competent in the organization of physical education; It can standardize the explanation and demonstration of the basic movements of freehand gymnastics and rationally arrange the movements of freehand gymnastics. Through the teaching content design, students can master the teaching practice ability of explaining, demonstrating, organizing, composing and analyzing that a physical education teacher should have.

3.3 Teaching mode design

Table 3: Teaching mode design

mode	demand	design
Group inquiry cooperative learning exhibition mode	Group → group creation and design (inquiry) → group practice (independent) → group performance (cooperation) → teacher comments, from the beginning of receiving skills learning to obtaining the complete "input" and "output" transformation of practical application ability, to promote the transformation of learning efficiency.	Through group exercises, each group will work cooperatively to complete skills learning, creativity and design by exerting collective wisdom, and then practice and performance. Finally, each group will display the results of cooperative exploration. Students are required to have the spirit of self-transcendence, reform and innovation, have a sense of teamwork, and work together to achieve the best results.
"Role change" teaching mode	At the beginning of the class (30 minutes), the lecturer students will change into the role of teachers and conduct on-site simulation teaching for the self-compiled free hand exercises prepared before class (4 eight-beats are 1 lesson, no less than 8 lessons), and the teacher will comment on "error correction".	Through the students actively consult the materials after class, create and compile the freehand exercises, and then carry out the teaching practice of the created freehand exercises. Teachers encourage students to make bold attempts, dare to make mistakes, expose their knowledge blind spots for faster progress, and give comments on students' on-site teaching organization and implementation by "error-correcting" teaching. Educate students not afraid of difficulties, positive progress, hard work upward, not humble, confident and self-strengthening.

As shown in Table 3, By adopting the group inquiry cooperative learning exhibition mode, through group → group creation and design (inquiry) → group practice (independent) → group exhibition (cooperation) → teacher comments, students can realize the complete "input" and "output" transformation from receiving skill learning to acquiring practical application ability, and promote the improvement of students' learning efficiency and transformation power. For example, when learning the content of formation exercises, the teacher first teaches the basic exercises, and then the students conduct the conducting exercises in groups. The group designs the composition

according to the requirements, and then the group conducts the conducting demonstration. Finally, the teacher comments on the students' conducting ability. At the same time, it can educate students to surpass themselves, unite and cooperate, reform and innovation, and cultivate students' team consciousness.

In the beginning part of the class (30 minutes), the main lecturer will change into the role of the teacher, and carry out on-site simulation teaching of the self-prepared freehand exercises (4 eight-beats for 1 lesson, no less than 8 lessons), and the teacher will give comments on the implementation of on-site teaching organization by "error correction" teaching. This model focuses on guiding students to transform what they learn into application. In the process of students' simulation teaching, students are encouraged to make bold attempts, dare to make mistakes, expose knowledge blind spots for faster progress, and fully promote the improvement of students' learning efficiency. It can also educate students to be proactive, strive upward, not humble, confident and self-reliant.

3.4 Instructional evaluation design

Table 4: Basic gymnastics course evaluation methods

Proportion of assessment content	Evaluation method
Theoretical assessment (10%) + practical ability assessment (20%) + Physical fitness (10%)	Teacher evaluation
Skills display (30%)	Student self-assessment + mutual assessment
Classroom routine teaching design (30%)	Separation of teaching and examination

Table 5: Instructional evaluation design

Evaluation method	demand	design
Multiple evaluation	Adopt a diversified evaluation system (multiple process evaluation combined with the final teaching test separation assessment) to strengthen the process evaluation.	By setting a variety of evaluation content and indicators, strengthening the process evaluation, combined with the final teaching test separation assessment, requiring students to complete the periodic assessment on time, quality and quantity, in order to promote learning assessment, encourage students to strive for the first place and forge ahead.
Optimize the design of course closing method	Combined with the assessment method of "separation of teaching and testing", students carry out the teaching design of classroom routine (each class of physical education in primary and secondary schools is 40 minutes, and the routine part of the class is the first 5-10 minutes, including formation and freehand gymnastics).	On the basis of students' learning and mastering, let students use what they have learned, actively think, and try the routine classroom teaching design. In addition to testing the learning effect of students' "skill acquisition, integration and internalization, application and output" process, it can also cultivate students' professional quality of physical education teachers and teachers' ethics, and stimulate students' sense of responsibility and honor in future physical education.

Promote learning by evaluation and stimulate the internal motivation of learning. The curriculum adopts diversified evaluation (the combination of process evaluation and final teaching test separation assessment), strengthens process evaluation, highlights the comprehensive investigation

of comprehensive application ability, and then transforms learning into internal needs and stimulates students' internal motivation. At the same time, the teaching is interspersed with teachers' comments and feedbacks to stimulate students' drive and improve their learning ability through positive feedback. Students can be educated to compete courageously, forge ahead, and cultivate students' professional quality. As shown in Table 4, Table 5.

4. Three full education under the basic gymnastics curriculum ideological and political practice cases

Teaching content: Formation exercises "I had a class with ex-soldiers".
Implement the concept: "educate people through the whole process".

4.1 Preparation part

(1) After the classroom routine, use the method of sports games to warm up - "small fish net", active classroom atmosphere and improve students' enthusiasm for learning.

(2) Situation introduction and active emotions.

After the warm-up, the formation drill demonstration of retired college students was introduced. By watching the drill demonstration, the classroom teaching content was introduced to activate the classroom teaching atmosphere. At the same time, the introduction of patriotic education and edification of unity, cooperation, obedience to the command of collectivism thought.

4.2 The basic part

(1) Using the explanatory demonstration method, students can learn and understand the passwords and common terms of formation exercises as well as the basic movements of formation exercises.

(2) Create learning situations and substitute learning with practice. Teachers organize students to carry out group rotation exercises, cross-group retired college students and class students, and let students integrate into the group of retired college students to carry out formation drills together, so as to fully mobilize students' interest in learning, practice and promote learning, and feel the collectivism thought of unity and cooperation, serious organization and discipline, and obedience to command.

(3) Tour guidance: During the group practice, the teacher gives tour guidance and corrects mistakes in the use of command commands, steps and body posture of the students in the practice process.

(4) Build a display platform and express yourself. After the students in the group practice, the teacher arranges the display order of the students in the group, and the students in the group carry out the formation drill display in turn.

(5) Adopt the review method. After the end of the group demonstration, the teacher will make an objective and fair evaluation of the demonstration group, encourage and praise the students, and enhance the speed and efficiency of the students in the future.

4.3 Closing section

(1) Course review and summary, summarize the teaching content and student performance of this course.

(2) Practice and thinking after class: how to better understand the meaning and practical value of formation exercises.

5. Basic gymnastics course ideological and political case practice results

Table 6: Students' perception in basic gymnastics course teaching (multiple choices, N=237)

Ideological and political content	Totally have	Often have	Occasionally have	none	Not at all	total
patriotism	183	54	0	0	0	237
Strong ideals and beliefs	115	87	15	20	0	237
Outlook on life, values, world outlook	127	70	47	0	0	237
Have the courage to work hard and be brave and tenacious	149	33	45	10	0	237
Tenacious, hard-working	145	78	14	0	0	237
Teamwork, a sense of collective honor	191	36	10	0	0	237
Sense of rules and discipline	177	43	17	0	0	237
Self-transcendence, modesty and prudence	90	60	47	40	0	237

As shown in Table 6, after carrying out the teaching case of "I have a class with ex-soldiers", the course teaching has been highly recognized by students. Freshman year is an important stage of cultivating students' patriotism and the enlightenment stage of sports spirit cognition. Freshman students have outstanding personality, strong self-esteem and self-confidence, keen observation, full of energy, and have a certain ability of self-study. However, students in this age group are relatively weak in the collectivism of unity, cooperation and obedience to command, and are easily affected and interfered with by bad habits. In view of the single content and boring characteristics of formation teaching, the teaching content is introduced through the demonstration of formation training of retired college students, and then the students and retired college students are combined to carry out group drills. Let the students not only visually perceive, but also physically participate in it, so that the students are influenced by patriotic education and military culture in physical and psychological aspects, and also show the students that the retired soldiers and college students "do not retire, do not fade" fine style quality. Through ingenious ideas, group display and teacher comments are adopted to fully stimulate students' enthusiasm for learning through encouragement and praise, so that students can truly achieve the purpose of physical exercise, physical and mental pleasure and uplifting spirit.

6. Conclusions

Through the basic gymnastics teaching materials, teaching syllabus and related literature, the author dug up and sorted out the ideological and political elements contained in the basic gymnastics class, such as patriotism, national pride, compliance with rules, collectivism, organizational concept, mutual help, teamwork, sportsmanship, rule consciousness, discipline consciousness, cooperation consciousness, aesthetic consciousness, individual efforts, collective goals, etc. Combined with the concept of "three whole education", the teaching objective, teaching content, teaching mode and teaching evaluation are designed. Through the development of ideological and political cases, students not only perceive visually in class, but also physically participate in it, learning knowledge and skills, mastering application methods, and receiving ideological and political education.

Acknowledgements

The authors acknowledge the Yunnan Agricultural University 2022 curriculum Ideological and political education reform project: “The theoretical basis and practice path of ideological and political construction of physical education courses in colleges and universities under the three-in-one education” (NO: YAUKCSZJG0099)

References

- [1] The Ministry of Education of higher school curriculum construction of ideological guidelines [EB/OL]. [2020-5-28]. http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html.
- [2] Liu Guangwei. *Research on Teaching Design and Practice of gymnastics curriculum for Physical education majors in colleges and universities from the perspective of curriculum Ideology and politics* [D]. Jilin Institute of Physical Education, 2022. DOI:10.27760/d.cnki.gjlx.2022.000099.
- [3] Qiu Mengxiao. *Integration and Design of curriculum Ideology and Politics in Gymnastics class of Physical education Major* [D]. Tianjin Institute of Physical Education, 2021. DOI:10.27364/d.cnki.gtty.2021.000086.
- [4] Liu Chunxian, Liu Panpan. *Education of physical education curriculum content, characteristics, difficulty and value guidance* [J]. *Journal of sport*, 2021, 28 (01): 1-6. DOI: 10.16237/j.carol carroll nki/g8.20201209.006 cn44-1404.
- [5] The Ministry of Education of higher school curriculum construction of ideological guidelines [EB/OL]. [2020-5-28] http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html.