

# *Research on the Development and Utilization of Calisthenics Teaching Resources from the Perspective of Curriculum Ideology and Politics*

**Xiuhong Han**

*Heilongjiang Vocational College, Harbin, 150000, China*

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**Abstract:** At present, the field of education attaches great importance to the in-depth implementation of curriculum ideology and politics, especially in physical education. As a discipline that integrates physical education and art, the development and utilization of teaching resources for calisthenics face certain challenges. Based on the basic theory of curriculum ideology and politics, this paper deeply discusses its application and existing problems in the teaching of calisthenics. Through a systematic analysis of the challenges, this study proposes a series of strategies to improve the development and utilization of resources and enhance the effectiveness of teaching and learning. These findings and suggestions have important theoretical and practical significance for promoting the ideological and political practice of physical education curriculum.

## **1. Introduction**

In the current field of higher education, curriculum ideology and politics have become a key measure to improve the quality of teaching and the effect of education. As an important part of physical education, it is of great significance to explore the effective development and utilization of teaching resources in calisthenics teaching to achieve educational goals and promote students' all-round development. This study pointed out the challenges faced by the development and utilization of calisthenics teaching resources from the perspective of curriculum ideology and politics, and put forward corresponding solutions, in order to provide empirical research support and practical guidance for the field of physical education.

## **2. The application of ideological and political education in the teaching of calisthenics**

### **2.1. The basic theoretical and practical significance of ideological and political education in the course**

#### **2.1.1. Definitions and Core Principles**

Ideological and political education in the curriculum refers to the integration of the theory and practice of ideological and political education in the teaching process of professional courses, and its

purpose is to achieve value guidance and moral shaping through the teaching of professional knowledge and the training of professional skills. This philosophy is based on an understanding of the comprehensiveness of education, emphasizing that the goal of cultivating qualified builders and successors of socialism should be reflected in every aspect of professional learning. The core principles of ideology and politics in the curriculum include value guidance, all-round development of morality, intelligence, physical fitness, aesthetics, and labor, as well as equal emphasis on ability and quality, to ensure that students can form a correct world view, outlook on life, and values in professional learning [1].

### **2.1.2. Application in physical education**

In the field of physical education, the effective application of curriculum ideology and politics is not only to promote the improvement of students' physical fitness and skills through physical activities, but more importantly, to cultivate students' sense of social responsibility, collective honor and sense of fair competition by using the inherent social and teamwork characteristics of physical activities themselves. In the teaching of calisthenics, the integration of this educational concept is particularly significant. Teachers can convey and strengthen the core values of unity and cooperation, positivity and the pursuit of beauty through carefully designing the formation of calisthenics, selecting music with profound cultural implications, and creative movement choreography.

Furthermore, in the process of calisthenics teaching, teachers should not only pay attention to the teaching of technical movements, but also dig deep into the cultural and historical aspects behind calisthenics and discuss their social and educational significance. In this way, teachers can guide students not only to learn the actions themselves, but also to understand the values and meanings behind these actions, encouraging them to integrate these core values into their daily lives and behavioral practices. Calisthenics has not only become a tool for students' physical training, but also an important way for them to form personal values and cultivate a sense of social responsibility.

## **2.2. Integration of Ideological and Political Education with Aerobics Teaching**

### **2.2.1. Ideological and Political Introduction in Teaching Content**

The key to integrating ideological and political education into aerobics teaching lies in naturally embedding the education of ideology and politics into the teaching content. This can be achieved by selecting music with educational value, choreographing movement combinations that promote cooperation and competitive spirit, as well as discussing the social and cultural elements reflected in aerobics activities. For example, teachers can choose music with lyrics that reflect a positive attitude towards life or promote traditional virtues as accompaniment for aerobics, through which students can unconsciously absorb socialist core values while enjoying physical activities. In addition, by explaining the symbolic meaning of movements in aerobics, teachers can further enhance the ideological nature of teaching.

### **2.2.2. Innovation and Practice of Teaching Methods**

In order to effectively implement the course's ideological and political education, innovative teaching methods need to be adopted in aerobics instruction. This includes but is not limited to using situational teaching, case analysis, and reflective learning strategies. Situational teaching can simulate different life or athletic scenarios, allowing students to experience and discuss ethical issues or social phenomena related to aerobics movements. Case analysis can focus on discussing the professional careers of well-known aerobics athletes at home and abroad, exploring their underlying values and moral choices, and guiding students to think deeply. Reflective learning encourages students to write

down their learning experiences and understanding of the ideological content of the course after each class, which helps deepen students' absorption and reflection on the teaching content, further promoting the formation and development of personal values. Through these innovative teaching methods, aerobics instruction can not only improve students' physical fitness but also deepen their understanding of social responsibility and personal growth [2].

### **3. The challenge of developing and utilizing aerobics teaching resources from the perspective of ideological and political education in the curriculum**

#### **3.1. The complexity of integrating teaching resources with ideological and political education**

##### **3.1.1. The conflict of integration concepts**

In the development and utilization of calisthenics teaching resources, trying to integrate ideological and political education into the curriculum often faces the challenge of conceptual conflict. This conflict is mainly manifested in the inconsistency between the traditional physical education teaching objectives and the ideological and political education objectives of the curriculum. For example, traditional calisthenics teaching focuses more on the training of technical skills and the improvement of physical fitness, while the curriculum of ideology and politics requires the addition of moral education and value shaping to the teaching. How to balance the connotation of professional skills training and ideological and political education is a complex problem that must be faced in the development of teaching resources.

##### **3.1.2. Practical barriers to interdisciplinary integration**

Interdisciplinary integration is a strategy to achieve the effective integration of curriculum ideology and politics, but it faces many obstacles in practice. First of all, there are limitations on the professional background of teachers. Many physical education teachers may lack the necessary knowledge of political theory and find it difficult to effectively integrate ideological and political content in teaching. Second, the development of teaching materials and course content often requires interdisciplinary teamwork, but this cooperation may be difficult to achieve in practice due to resource allocation, differences in expertise, and coordination difficulties. In addition, the integration of content between disciplines requires innovative instructional design, and how to naturally integrate political education elements into the movement design and music selection of calisthenics is also a challenge that attaches equal importance to technology and creativity. These obstacles not only affect the quality of teaching resources, but also limit the depth and breadth of ideological and political education in the curriculum.

#### **3.2. The gap between teachers' professional development and curriculum ideological and political requirements**

##### **3.2.1. Teachers' teaching concepts and knowledge are not updated in a timely manner**

One of the main challenges in integrating curriculum ideology and politics into calisthenics teaching is the lag of teachers in updating teaching concepts and professional knowledge. As the content and methods of curriculum ideology and politics keep pace with the times, teachers are required not only to master the professional skills of physical education, but also to understand and apply the latest political education theories. However, some teachers may lack awareness of the importance of ideological and political education or fail to receive relevant training in a timely manner due to their long-term professional skills teaching, which makes it difficult for them to effectively

integrate ideological and political elements in actual teaching. This lack of timely updating of concepts and knowledge not only limits the depth and breadth of teaching content, but also affects students' opportunities for all-round development from physical education courses [3].

### **3.2.2. Teacher training system is inadequate**

The problem of updating teachers' teaching philosophy and knowledge is accompanied by the inadequacy of the teacher training system. At present, many educational institutions have not established a systematic and effective mechanism to ensure that teachers keep up with the development needs of curriculum ideology and politics in terms of teacher training. Especially in specific physical education disciplines such as calisthenics, there is a lack of targeted training programs to help teachers understand and implement curriculum ideology and politics. In addition, the training content is often too theoretical and lacks practical guidance, which makes it difficult for teachers to translate theoretical knowledge into teaching practice. The inadequacy of this training system not only restricts the professional growth of teachers, but also hinders the effective implementation of curriculum ideology and politics in physical education. In order to solve this problem, it is necessary to strengthen teacher training, especially to provide more practical training in the specific teaching strategies and methods of curriculum ideology and politics, so as to improve teachers' practical teaching ability.

## **3.3. Lack of student acceptance and participation**

### **3.3.1. The course content does not match the student's interests**

A significant problem in the implementation of curriculum ideology and politics in calisthenics teaching is the mismatch between the course content and students' interests. Although the purpose of ideological and political education in the curriculum is to integrate political education into the teaching of various subjects, it often neglects to adapt to the interests and needs of students. For example, overemphasizing ideological and political theories in calisthenics courses while ignoring the fun and artistry of calisthenics itself may lead to a decline in students' interest. Students may find this type of content boring and far from the dynamic and interactive physical activity they expect, which affects their motivation and acceptance of the lesson. To solve this problem, teachers need to creatively combine ideological and political elements with elements such as aerobics movements and music, so that the curriculum is both educational and attractive.

### **3.3.2. Lack of classroom interaction**

Classroom interaction is an important factor to improve students' learning participation and teaching effectiveness, but effective classroom interaction is often missing in the calisthenics teaching of curriculum ideology and politics. This problem is mainly manifested in the one-way indoctrination of teachers into the ideological and political content of the curriculum, while ignoring the two-way communication and interaction with students. The lack of interactive teaching mode not only limits the opportunities for students to express their own opinions, but also reduces the space for thinking and discussing ideological and political topics in the course. In addition, the lack of interaction may lead to students' insufficient understanding and digestion of the course content, which affects the depth and quality of ideological and political education. In order to enhance classroom interaction, teachers can adopt more teaching methods such as group discussions, role-plays, and case studies to stimulate students' interest in participation and active learning.

## **4. Strategies for the development and utilization of calisthenics teaching resources from the perspective of curriculum ideology and politics**

### **4.1. Effectively integrate teaching resources with curriculum ideology and politics**

#### **4.1.1. Resolve conflicts of ideas**

In the face of the core challenge of conflict of ideas, we need to establish the common teaching goal between physical education and curriculum ideology and politics in the integration of curriculum ideology and politics in the teaching of calisthenics. This means that when designing teaching programs and content, we should pursue a dual purpose: to promote students' physical and mental well-being, and to strengthen students' sense of social responsibility and ethics on the other. To this end, the design of teaching content needs to be carefully planned to ensure that they not only meet the teaching needs of physical skills, but also effectively convey and embody the core values of socialism. For example, in the movement design, music selection and performance theme of calisthenics, consideration should be given to how to incorporate ideological and political elements to complement sports skills training.

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#### **4.1.2. Promote interdisciplinary integration**

Interdisciplinary integration provides an extremely effective strategy for achieving curricular ideological and political goals in calisthenics instruction. By integrating knowledge and methods from multiple disciplines such as music, dance, history, and cultural studies into the calisthenics curriculum, we can not only enrich the teaching content, but also enhance the depth and breadth of the teaching. For example, the use of music with rich cultural background as an accompaniment to calisthenics can effectively combine cultural education and ideological and political education while students practice physical movements, while deeply exploring the cultural and historical background of these music [4]. Furthermore, through the design of aerobics performance projects with traditional Chinese culture as the background, it can not only stimulate students' interest and love for their own traditional culture, but also allow students to experience and learn the core values of socialism in the actual expression of movements.

The key to the successful implementation of this interdisciplinary integration strategy is close collaboration between education administrators and teachers. This requires support from management to ensure that teachers have access to resources across disciplines and have the opportunity to collaborate with experts from other disciplines. In addition, the teaching team needs to be involved in the design and implementation of teaching activities to ensure that the curriculum content not only meets the educational standards, but also truly achieves the comprehensive effect of teaching. Through this collaboration and resource integration, calisthenics teaching will be able to effectively integrate the ideological and political elements of the curriculum, and truly cultivate students' cultural literacy and values while promoting their physical health.

## **4.2. Teachers' professional development should meet the ideological and political requirements of the curriculum**

### **4.2.1. Update teachers' teaching concepts and knowledge in a timely manner**

In order to ensure the effective integration of calisthenics teaching and curriculum ideology and politics, one of the most important strategies is to promote teachers to continuously update their teaching concepts and professional knowledge. This process involves an in-depth understanding of the latest education policies, especially the specific requirements and objectives related to curriculum ideology and politics. To this end, teachers should regularly participate in professional development activities such as seminars, training sessions, and refreshed learning of educational technologies and teaching methodologies. These activities should place special emphasis on the natural integration of ideological and political elements with physical education so that teachers can seamlessly integrate these elements in the classroom.

In addition to regular professional training, teachers should actively participate in online forums and workshops and read the latest educational literature in order to continuously improve their mastery of teaching content and innovation in teaching methods. This continuous professional growth is the key to improving teachers' teaching skills, not only to help them effectively cope with the challenges they may encounter in their daily teaching, but also to significantly improve the overall quality of teaching [5]. Through such a systematic strategy, teachers will be more confident and capable of integrating curriculum ideological and political education into aerobics teaching, so as to promote students' physical skills and deepen their understanding and practice of socialist core values.

### **4.2.2. Strengthen the teacher training system**

Strengthening the teacher training system is one of the core strategies to achieve the ideological and political requirements of the curriculum. To this end, educational authorities must develop a thorough training plan that is tailored to the specific needs of aerobics and other physical education teachers to ensure that they can effectively integrate ideological and political education elements in their teaching. These training programs need to cover the in-depth explanation of the ideological and political theories of the curriculum in detail, provide the analysis of specific teaching cases, and carry out practical activities of simulated teaching, so that teachers can effectively integrate the elements of political education while maintaining the interest and professionalism of physical education teaching activities.

In addition, these trainings should not be limited to imparting knowledge, but should also include the provision of practical strategies and tools to help teachers evaluate and optimize their teaching methods. This includes learning to continuously adjust and improve teaching strategies to achieve the best teaching outcomes based on student feedback and learning outcomes. Through such comprehensive training, teachers will be able to handle the integration of ideological and political education and physical education teaching more confidently and professionally, ensure that the goals of ideological and political education are achieved in the physical education curriculum, and significantly improve the overall teaching quality and student learning experience. This systematic training mechanism not only strengthens the professional ability of teachers, but also promotes the full realization of educational goals, ensuring that every physical education teacher can effectively promote and apply the core concepts of curriculum ideology and politics in teaching practice.

### **4.3. Increase student acceptance and engagement**

#### **4.3.1. Enhance the matching degree of course content with students' interests**

In order to increase student acceptance and enhance their interest in calisthenics classes, a crucial strategy is to ensure that the teaching content is highly matched with the students' interests. A key step in achieving this is to conduct detailed research to gain insight into the interests and preferences of students. This type of research can collect data through questionnaires, group discussions, or direct feedback sessions, covering students' preferences for music choices, movement types, and overall lesson structure in calisthenics. With this information, teachers can carefully select or choreograph those music and movements that are more popular with students, making the whole lesson more engaging and engaging.

In addition, incorporating elements of popular culture that students love, such as current popular music repertoire and dance styles, can significantly increase students' interest in the course. This not only makes the calisthenics course more lively and interesting, but also helps to convey the goals of the course's ideological and political education to students in a more subtle and natural way. By incorporating these popular elements into teaching, calisthenics can not only improve students' physical vitality, but also subtly strengthen their understanding and identification with the core values of socialism. Through these strategies, we are not only able to increase students' interest in calisthenics courses, but also effectively communicate the educational goals of curriculum ideology and politics, thereby promoting the all-round development of students in physical activities [6].

#### **4.3.2. Promote classroom interaction**

Enhancing classroom interaction is a key strategy to increase student engagement and deepen teaching effectiveness, especially in calisthenics teaching. In order to promote active participation and interaction among students, teachers should adopt a variety of teaching methods. These methods include group work, role-plays, peer-assessment activities, and improvisational tasks, each designed to increase the dynamics and engagement of the class. For example, by designing a team competition, teachers can encourage students to work together in groups to create an aerobics program, which not only enhances the teamwork skills of students, but also greatly improves the fun and interactive nature of learning. In addition, teachers can introduce a problem-based approach to learning and encourage students to ask questions and engage in group discussions about the ideological and political elements of the curriculum, a strategy that not only promotes students' critical thinking, but also deepens their understanding of the cultural and political significance behind calisthenics. By implementing these strategies, student engagement in the classroom can be significantly improved, while at the same time, they can spark students' interest and curiosity about calisthenics and its deeper meanings, further deepening their learning experience and knowledge.

### **5. Conclusion**

This study systematically discussed the application of curriculum ideology and politics in the teaching of aerobics, and identified the main challenges in the development and utilization of teaching resources, including the complexity of the integration of teaching resources and curriculum ideology and politics, the lack of teachers' professional development, and the improvement of students' acceptance and participation. Based on the analysis, effective strategies are proposed, such as promoting the updating of teaching concepts and knowledge, strengthening the teacher training system, and enhancing classroom interaction. Future research can further explore the integration of curriculum ideology and politics with other physical education disciplines, evaluate the effects of

different teaching strategies, and develop customized strategies to adapt to different teaching environments, so as to comprehensively improve the quality and effectiveness of physical education.

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