

Practical Pathways of Empowering College Air Volleyball Curriculum Ideological and Political Education with the "Women's Volleyball Spirit" from the Perspective of Healthy China

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Abstract: Against the background of the comprehensive advancement of the "Healthy China" strategy, public physical education courses in colleges and universities not only undertake the task of physical fitness improvement, but also shoulder the mission of value shaping. As an outstanding representative of Chinese sports spirit, the "Women's Volleyball Spirit," characterized by patriotism, solidarity and cooperation, as well as perseverance and hard struggle, is highly consistent with the team-based and confrontational nature of Air Volleyball courses. Taking the Women's Volleyball Spirit as the core value, this paper systematically analyzes the intrinsic value and practical dilemmas of integrating it into college Air Volleyball courses, and proposes practical pathways such as concept guidance, goal refinement, institutional guarantee, case integration, situational creation, and event promotion. The study aims to realize the deep integration of sports skills and ideological and political education, and to promote the connotative enhancement of the educational function of public physical education courses in higher education institutions.

1. Introduction

In the new era, physical education is no longer confined to physical training and skill instruction; it is also required to shape character and cultivate spirit on the sports field. The Women's Volleyball Spirit has witnessed the struggles and glory of several generations of Chinese people, with its strength of patriotism, solidarity, and perseverance transcending the arena and touching people's hearts. As a sport that combines both competitiveness and popularity, Air Volleyball naturally aligns with the cultivation of teamwork and rule awareness. However, how to effectively transform this spirit into an ideological and political force within the classroom remains a shortcoming and challenge in current public physical education in universities. From the perspective of "Healthy China," this paper provides a panoramic exploration from value functions and practical dilemmas to implementation pathways, aiming to construct a replicable and promotable model of integrating the Women's Volleyball Spirit into the ideological and political education of Air Volleyball courses, thereby offering strong support for fostering virtue through sports curricula.

2. The Intrinsic Value of Integrating the Women's Volleyball Spirit into Air Volleyball Courses

2.1 The Role of the Women's Volleyball Spirit in Guiding Moral Education and Character Building

The Women's Volleyball Spirit, with patriotism at its core and characterized by solidarity, perseverance, and hard struggle, holds benchmark significance in the history of Chinese sports and national spirit. Integrating this spirit into college Air Volleyball courses not only enriches the content of physical education but also serves as an effective approach to fostering moral character. By introducing classic matches, personal stories, and the struggle experiences of the Chinese Women's Volleyball Team at different periods into teaching, this grand spirit can be concretized and visualized, enabling students to naturally receive value-oriented guidance during skill learning and training experiences. Such value guidance does not remain at the level of slogans, but is implemented through role-playing, team tasks, and post-game reviews. In this way, when facing competition and pressure, students can prioritize collective honor and team goals, thereby gradually internalizing a correct worldview, outlook on life, and system of values.

2.2 The Women's Volleyball Spirit Promotes Physical and Mental Development

Air Volleyball is a collective sport with low entry barriers, high participation, moderate physical confrontation, and strong recreational value. Its technical movements and tactical cooperation require good body coordination, flexibility, and reaction ability. Integrating the Women's Volleyball Spirit into the sport not only enhances athletic skills but also tempers students' psychological qualities. During training and competition, students are often confronted with high-pressure situations that demand immediate decision-making and collaborative coordination. The perseverance and fearless attitude advocated by the Women's Volleyball Spirit can help them overcome feelings of difficulty and strengthen their psychological resilience in facing challenges.

Meanwhile, through scientifically designed group confrontations and progressive skill training, the course enables students to enhance cardiopulmonary function, muscular endurance, and core strength during repeated offensive and defensive transitions. More importantly, through long-term training, students gradually develop habits of self-motivation and persistence to the end. This dual development of body and mind represents a significant educational outcome of Air Volleyball courses, highlighting their essential value in health promotion and capacity building.

2.3 The Women's Volleyball Spirit Facilitates a Collaborative Education System

In the new era, higher education emphasizes the principle of "all staff, all process, and all aspects" in fostering students, where physical education courses play an irreplaceable role in the collaborative education system. The Women's Volleyball Spirit, essentially a concentrated embodiment of collectivism and cooperative spirit, when integrated into Air Volleyball courses, helps to break down the barriers between physical education and ideological-political education, thereby achieving interdisciplinary integration and value fusion.

In teaching practice, multi-role rotation (such as captain, referee, coach, and scorer), team goal management, rule learning, and penalty simulations can be adopted to allow students to experience the complexity of team operations and the importance of cooperation from different perspectives. This not only cultivates communication skills, organizational and coordination abilities, and rule awareness, but also lays a foundation for a win-win cooperative mindset in their future study and social life. At the same time, teachers can establish communication and collaboration with counselors and ideological-political theory teachers, thereby forming a cross-departmental

educational network. Through such synergy, the cultivation of sports skills, ideological-political education, and behavioral norms can be integrated, ultimately constructing an educational ecosystem characterized by full participation, comprehensive coverage, and all-around collaboration^[1].

3. The Practical Dilemmas of Integrating the Women's Volleyball Spirit into Air Volleyball Courses

3.1 Multiple Constraints at the Educational Level

3.1.1 Lagging Teacher Mindset and Insufficient Value Analysis

In some universities, many physical education teachers remain influenced by traditional teaching concepts, with instructional goals focusing primarily on skill transmission and physical training, while lacking enthusiasm for the proactive integration of ideological and political education. Although policy guidelines have explicitly required that "physical education courses must embody ideological and political elements," some teachers' understanding of the "Women's Volleyball Spirit" stays at the level of slogans or emotional resonance, without a systematic analysis of its historical background, value connotations, and contemporary significance. This shallow cognition has led to a "separation between spirit and skills" in course design, making it difficult to achieve an organic integration of value guidance and technical training. More critically, teachers often lack a clear strategy on how to translate the essence of the Women's Volleyball Spirit into specific classroom activities, task designs, and evaluation standards, resulting in ideological and political education being easily reduced to a formalistic or supplementary presence.

3.1.2 Lack of Systematic Curriculum Ideological and Political Objectives and Indicators

The effectiveness of curriculum-based ideological and political education largely depends on the scientific nature and operability of its objective system. However, in Air Volleyball courses, the setting of ideological and political objectives is often characterized by vagueness and generalization. For example, statements such as "cultivating team spirit" or "enhancing patriotic sentiment," while directionally correct, lack measurable behavioral indicators and phased outcome requirements. Such goal-setting methods not only hinder the precision of teaching implementation but also fail to provide a clear basis for subsequent course evaluation. Moreover, ideological and political objectives are often disconnected from sports skill objectives, making it difficult for teachers to balance the allocation of time and energy between technical training and value guidance in class, and sometimes leading to a tendency of focusing excessively on skill assessment alone.

3.1.3 Insufficient Teacher Competence and Students' Cognitive Deficiency

At the competence level, many teachers lack the necessary knowledge reserve and pedagogical innovation capabilities in implementing curriculum-based ideological and political education. On the one hand, they have not systematically received professional training on the concepts and methods of curriculum ideological and political integration, and thus have limited mastery of interdisciplinary teaching or contextualized educational approaches. On the other hand, they lack practical experience in organically combining the Women's Volleyball Spirit with Air Volleyball technical and tactical training in classroom organization.

Meanwhile, on the student side, clear cognitive shortcomings exist. Due to the relatively low popularity of Air Volleyball in many campuses, a considerable number of students are unfamiliar with the rules, tactics, and even the value of participation in the project. Their awareness of the

historical achievements and spiritual connotations of the Chinese Women's Volleyball Team is also limited, making it difficult for them to form value resonance in class. More realistically, some students perceive the course merely as a credit-bearing requirement, with their learning motivation inclined toward coping with final examinations rather than actively exploring or consciously identifying with the educational value of the course.

3.2 Institutional weaknesses at the management level

3.2.1 Absence of a Top-Level Design System for Curriculum Ideological and Political Education

The integration of the Women's Volleyball Spirit into Air Volleyball courses is not merely the individual responsibility of teachers but requires institutional planning and resource support at the university level. However, in many institutions, the top-level design of ideological and political education within public physical education courses remains inadequate. First, universities lack specialized guidance documents tailored to the characteristics of sports courses, leaving teachers without clear direction in selecting teaching content and ideological-political elements. Second, course construction often lacks an effective cross-departmental coordination mechanism. The insufficient communication and collaboration among sports teaching units, ideological-political theory departments, and student affairs divisions hinder the synergistic effect of ideological and political education in physical education with other educational sectors. Furthermore, in terms of resource allocation, investments in non-mainstream sports such as Air Volleyball are limited, making it difficult to provide consistent hardware and software support necessary for the high-quality implementation of curriculum-based ideological and political education^[2].

3.2.2 Imperfect Evaluation, Supervision, and Incentive Mechanisms

A scientific and effective evaluation and incentive mechanism is an essential condition for ensuring the quality of curriculum-based ideological and political education. At present, many universities still adopt traditional skill assessment standards when evaluating ideological and political integration in physical education, lacking quantitative tools to measure the achievement of ideological and political objectives. As a result, the effectiveness of curriculum ideological and political education is difficult to present objectively.

In terms of supervision, the implementation of curriculum ideological and political education lacks regular inspection and feedback, leaving teachers' instructional improvements without sufficient data support or external guidance. Regarding incentives, teachers who make outstanding contributions to curriculum ideological and political construction often receive little material reward or honorary recognition, which dampens their enthusiasm for sustained engagement and teaching innovation. At the student level, incentive measures are also insufficient. Classroom performance, teamwork, and sportsmanship are rarely linked effectively with academic evaluation or comprehensive quality assessment, thereby reducing students' initiative and commitment to participating in curriculum ideological and political education.

4. The Practical Pathways for Integrating the Women's Volleyball Spirit into Air Volleyball Courses

4.1 Enhancing Teachers' Competence and Concepts in Curriculum-Based Ideological and Political Education

Teachers are the core drivers of curriculum-based ideological and political education, and their

concepts and competencies directly determine the effectiveness of classroom education. First, training on curriculum ideological and political education for physical education teachers should be incorporated into the school's annual faculty development plan. Specialized workshops for sports courses should be organized, covering topics such as the historical evolution and intrinsic values of the Women's Volleyball Spirit, methods for translating ideological and political elements into teaching content, as well as contextualized and project-based teaching design. Second, a "senior teacher + young teacher" mentoring mechanism can be established, whereby experienced teachers in curriculum ideological and political education guide young teachers in joint lesson preparation, classroom observation, and reflective practice, thus forming a virtuous cycle of experience transmission and competence improvement. Meanwhile, through in-school and external observations, online seminars, and intercollegiate exchanges, teachers' horizons in pedagogy and their strategies for ideological education can be broadened. The ultimate goal is to enable teachers to naturally embed value guidance into technical training so that ideological and political elements resonate in harmony with technical and tactical instruction.

4.2 Establishing a Well-Defined System of Course and Ideological-Political Objectives

A scientific objective system serves as the roadmap for course implementation. In the teaching syllabus of Air Volleyball courses, a "dual-objective" structure should be explicitly defined. On one hand, decomposed objectives for technical and physical development should be set, such as serve success rate, stability of service reception, and the extent of core strength improvement. On the other hand, quantifiable ideological and political education objectives should be formulated, such as scores from teamwork cooperation, rule compliance rates, and performance under adversity. Objective statements must be specific and measurable. For instance, the general goal of "cultivating team spirit" can be translated into "completing no fewer than three team tactical combinations in formal matches with a success rate of not less than 70%." Furthermore, stratified objectives should be developed for students of different grades and proficiency levels to ensure that they are both challenging and achievable. The formulation of such objectives must be coordinated among the university's ideological and political education office, the academic affairs office, and the physical education department to ensure alignment with the institution's overall educational strategy^[3].

4.3 Improving Management and Evaluation-Supervision Mechanisms for Ideological and Political Education

Management and evaluation serve as the institutional foundation for ensuring course quality. First, the school's physical education management system should establish a dedicated section on "Curriculum-Based Ideological and Political Education in Physical Education," clarifying the requirements for integrating the Women's Volleyball Spirit into Air Volleyball courses, as well as the corresponding responsibilities of teachers and tasks for students. Second, a cross-departmental working group on curriculum ideological and political education should be set up, involving physical education teachers, ideological-political theory teachers, and student affairs staff, to conduct full-process tracking of course implementation.

In terms of evaluation, a multidimensional assessment system should be designed: technical performance accounting for a certain proportion (e.g., 40%), ideological-political performance and behavioral indicators (such as teamwork, rule compliance, and competition attitude) for another proportion (e.g., 30%), classroom participation and task completion for a further proportion (e.g., 20%), and post-class reflection and growth reports for the remaining proportion (e.g., 10%). Supervision should include regular class observations, student questionnaire feedback, and teacher self-assessment. The results of these evaluations should also be linked to teacher performance

appraisals in order to encourage continuous improvement in teaching design and implementation.

4.4 Establishing a Case Repository to Disseminate the Women's Volleyball Stories

Cases are an effective medium for connecting spirit with classroom teaching. A "Women's Volleyball Spirit Case Repository" should be established, incorporating text, images, videos, and other formats. Its content should cover classic matches, key figures, comeback cases in adversity, and team training stories of the Chinese Women's Volleyball Team across different historical periods. Each case should be accompanied by well-designed classroom guiding questions, such as "When falling behind in score, how would you adjust your tactics and mindset?" or "If you were the team captain on the court, how would you lead the team to face critical points?" Such designs can prompt students to reflect and transfer insights into their own study and competition^[4].

The repository should be updated regularly, and both teachers and students can be encouraged to contribute. Students may compile their own training stories and teamwork experiences into classroom sharing materials, ensuring that cases originate not only from top-level matches but also from authentic campus scenarios around them. This approach not only strengthens students' emotional resonance but also helps the Women's Volleyball Spirit exert sustained influence both inside and outside the classroom.

4.5 Creating Contextualized Classrooms to Strengthen Educational Functions

Contextualized teaching is an important approach to integrating value guidance into skill training. In Air Volleyball courses, methods such as simulated competition, role-playing, and task-driven activities can be adopted to place students in scenarios close to real matches. For example, in training sessions, a scenario of "falling behind by three points with less than two minutes remaining" can be set, requiring students to complete a comeback task through tactical adjustments and emotional regulation. In class, students can rotate roles as captain, coach, referee, and scorekeeper, enabling them to experience the responsibilities and impacts of different positions on team operations. During rule instruction, situational penalties can be introduced so that students learn the importance of fair play and rule awareness through discussion. In addition, multimedia technology can be employed to play key rallies from Women's Volleyball matches, pause for analysis, and then combine with on-site drills. This "watch-think-practice" cycle facilitates both the internalization of values and the enhancement of skills.

4.6 Organizing Multi-Level Competitions to Enrich Volleyball Culture

Competitions serve as an important extension platform for the educational functions of Air Volleyball courses. Within universities, a multi-level competition system should be established, including class leagues, faculty tournaments, and campus-wide open competitions. The design of competition formats should incorporate evaluation dimensions reflecting the Women's Volleyball Spirit, such as awards for "Sportsmanship" and "Best Teamwork." Students should be encouraged to take initiative in the entire process of event preparation and organization, from drafting regulations and forming teams to refereeing and media coverage, thereby cultivating organizational coordination skills and a sense of collective responsibility^[5].

Furthermore, cooperation with peer institutions and local sports associations can be pursued to hold friendly matches and exchange games, broadening students' horizons and social networks. After competitions, review and sharing sessions should be arranged, enabling students to summarize tactical strengths and weaknesses, reflect on teamwork, and assess their psychological states. In this way, competitions become not only a platform for athletic performance but also a practical arena for

the transmission of spirit and value guidance.

5. Conclusion

Against the backdrop of the "Healthy China" strategy and the deep integration of curriculum-based ideological and political education, the Women's Volleyball Spirit has injected a distinct value orientation and emotional connotation into college Air Volleyball courses. Anchored in the fundamental mission of fostering virtue through education, this paper systematically elaborates on value functions, practical dilemmas, and implementation pathways, and constructs an implementation framework centered on teacher development, objective systems, management mechanisms, case resources, contextualized classrooms, and competition culture.

Practice has demonstrated that only by transforming the patriotism, solidarity, and indomitable perseverance embodied in the Women's Volleyball Spirit into perceivable behaviors and experiential tasks in the classroom can true resonance between sports skill training and ideological-political education be achieved. This integrated pathway not only contributes to improving students' physical fitness and athletic competence but also subtly shapes their sound character and sense of national responsibility. In the future, universities should continue to refine top-level design and evaluation mechanisms, expand the reach of Air Volleyball curriculum ideological and political education, and enable the Women's Volleyball Spirit to take root and flourish on campus, passing on from generation to generation.

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