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## Ideological and Political in Elementary School Physical Education Curriculum: Connotation, Realistic Obstacles, and Realization Paths

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### ABSTRACT

The ideological and political of elementary school physical education curriculum lies in drawing on the concept of the ideological and political physical education curriculum in higher education institutions, integrating ideological and political education into the physical education curriculum at the elementary school level, giving full play to the implicit ideological and political education of the elementary school physical education curriculum, effectively undertaking the dual education of the mind and body of young people, and laying a solid foundation for the overall development of individuals. It is specific differences in the construction of the ideological and political Government of physical education curriculum at the elementary school level compared with other school sections. Through the analysis of obstacles such as teacher team construction, collaborative education mechanism, and curriculum development, it is believed that to realize the construction of the ideological and political Government of physical education curriculum in elementary school. This not only requires the absorption of an improved collaborative education mechanism and the creation of a high-level and high-quality elementary school physical education teacher team but also requires the guidance of the dream of an intense sports nation, the updating of the content system, teaching mode, and the improvement of the curriculum evaluation system.

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## 1. Introduction

In August 2019, the Opinions on Deepening Reform and Innovation of Ideological and Political Theory Classes in Schools in the New Era issued by the Central Committee of the Communist Party of China (CPC) and the State Council pointed out that "making courses of all levels and types go in the same direction as the ideological and political Science class, forming a synergistic effect" (Xinhua News Agency, 2019). The purpose is to make ideological and political education throughout the education career, to make the ideological and political courses more approachable and more in line with the physical and mental development characteristics of students of different ages. Ideological and political education in physical education courses is currently unique to China. General Secretary Xi Jinping has made several speeches to emphasize the value of the course in ideology and moral education and to strengthen the value leadership of the course in talent training. This has become an inherent requirement for practicing the mission of nurturing people for the Party and country in the new era and cultivating the new man of the times who will take up the great responsibility of national rejuvenation. Based on the existing research, this paper puts forward the construction concept of the ideological and political of elementary school physical education curriculum, combines the current research results of the ideological and political of physical education curriculum, clarifies the essential attributes and characteristics of the ideological and political of the elementary school physical education curriculum, analyzes the practical problems of the integration of elementary school physical education curriculum and ideological and political education, and proposes the construction countermeasures of the ideological and political of elementary school physical education curriculum.

## 2. Results

### 2.1 The connotation of the construction of ideological and political in elementary school physical education curriculum

The essence of curriculum thinking politics is a kind of curriculum view, which is to integrate the thinking politics education in colleges and universities into the whole process of teaching and reform of each course to realize the fundamental task of establishing moral education (Gao Deyi & Zong Aidong, 2017). As an essential component of curriculum thinking politics, it is to give full play to the moral education function of teaching physical education courses and to integrate thinking politics education into all aspects and the whole process of physical education courses (Liu Chunxian & Liu Panpan, 2021).

Primary school education is the initial stage of individual growth and development. The importance of its initiation education in the whole process of education is self-evident, so the physical education curriculum and the thinking politics education, which are responsible for the physical and psychological education of young people at this stage, should be given more attention. As a subordinate concept of the physical education curriculum, the integration of the physical education curriculum into the primary school curriculum and the implicit education of the primary school physical education curriculum can effectively undertake the dual education of the body and mind of young people and lay a solid foundation for the overall development of the individual.

### 2.2 The realistic obstacles to the construction of ideological and political in elementary school physical education curriculum

### **2.2.1 The construction of a team of ideological and political teachers for elementary school physical education courses**

As the initiator and implementer of the construction project of the physical education curriculum of the school section, the problems of the construction of the physical education curriculum of the elementary school team cannot be ignored.

The basic requirement for most elementary school physical education teachers is to have a bachelor's degree and obtain a teaching qualification certificate. The theoretical assessment system is dominant, which leads to the inevitable need for elementary school physical education teachers to "cram". To enhance their abilities and adapt to the practical teaching process.

However, in the actual process, some elementary school physical education teachers suffer from burnout and reduced enthusiasm for their work, resulting in a weakened sense of self-improvement and decreased evaluation of their work value.

### **2.2.2 The collaborative education mechanism still needs to be absorbed and transformed**

As an essential means of curriculum philosophy, the construction of collaborative parenting in elementary school physical education should learn from the understanding and application of the collaborative parenting mechanism in higher education institutions. However, there are still areas for improvement in the journey of the collaborative parenting mechanism in higher education institutions.

In the concept of collaborative education the organic combination of "physical education curriculum" and "political education" to achieve collaborative education (Fan Yiyuan & RoyceWong, 2019) is an important goal of the concept of political education in the physical education curriculum. The differences between physical education teachers and ideological and political Science teachers in the concept of nurturing make it challenging to implement the concept of synergistic nurturing. Furthermore, there is a lack of effective interaction within the same academic period, and the "physical education curriculum" and "ideological and political Science education" lack teaching integration (Song Yang, 2021).

### **2.2.3 Elementary school physical education curriculum development to be reconstructed**

Physical education curriculum development is the whole process of completing the physical education curriculum plan, which includes establishing the curriculum objectives, selecting and organizing the curriculum content, and implementing and evaluating the curriculum. It is a continuous improvement and refinement process in the actual design (Song Guocai & Ning Tingting, 2019).

#### **3.2.3.1 Course Objectives**

The fundamental goal to be achieved by the ideological and political is to establish the correct ideology and political awareness and to cultivate socialist builders and successors who are loyal to the Party and country. The elementary school physical education curriculum, aims to lay a solid foundation for further building socialist core values and socialist road, theoretical, cultural, and institutional self-confidence on top of the requirements of the elementary school physical education curriculum standards for mental health and good social adaptation.

Under the guidance of "health first", many scholars have constructed a structural model with the development of core literacy as the goal of education after long discussions (Ke Yong et al., 2020). They have profoundly elaborated the connotation, characteristics, and structure of core literacy cultivation at the high school level. However, the development of core literacy

as the goal of education at the elementary school level still needs to be further researched. A continuous and in-depth study was conducted. On this basis, it is also necessary to distinguish the "general curriculum goals", "sub-curriculum goals," and "classroom teaching goals", and implement them to provide feedback and adjustment. This will lay a good foundation for realizing the fundamental goal of "building moral character".

### **2.2.3.2 Course Content**

The selection and organization of curriculum content should be centered on teaching objectives with Chinese characteristics to enhance the standardization of elementary school physical education content. The current essential statements of General Secretary Xi Jinping on a healthy China and a strong sporting nation are of strategic importance and should be given great attention. Simultaneously, the inheritance of the spirit of Chinese sports should be reflected in the current process of preparing teaching materials and teaching content. It is still many differences in the arrangement of the content of the elementary school physical education curriculum, and there needs to be more educational equity. The emphasis on school-based management in the arrangement of the actual teaching content and the decentralization of power to each school has increased curriculum diversity and, in particular, the formation of regional differences, leading to educational inequity.

### **2.2.3.3 Course Implementation**

In implementing the curriculum, physical education teachers should pay attention to the fact that elementary school students are still at the stage of growth and development in all organs and functions of the body. They are also immature psychologically, lively and active, and more inclined to intuitively perceive things. Therefore, more attention should be paid to the choice of teaching methods and means, whether the teaching methods used align with the elementary school's physiological characteristics and individual differences. In addition, in the past teaching process, whether the elementary school physical education teachers implemented the curriculum standards and cultivated students' patriotism, collectivism, and personal qualities will be an essential basis for the successful establishment and implementation of elementary school physical education ideological and political. Implementing the physical education curriculum not only teaches teachers and students learning but also requires the support and examination of education administrators, families, and society in many aspects.

### **2.2.3.3 Course Evaluation**

The evaluation of physical education courses at all stages is mainly carried out through simple physical fitness and technical tests to measure students' mastery of the content learned in the semester and through students' subjective impressions of teachers' teaching level. The primary physical education courses still need to be as good as other school levels in terms of the establishment of evaluation; therefore, the evaluation of the quality of primary physical education courses should be strengthened.

Does the assessment index create to describe the learning objectives for students? Whether they comply with laws governing students' physical, mental, and cognitive development, and whether differences and articulations exist between the different levels. When considering the evaluation index, does it make sense to emphasize the theoretical and technical content, values, and awareness of the exercises taught in each section? Are the assessment criteria made appropriate and functional for students? Moreover, they can reflect grade distribution, athletic ability, and school grades.

For physical education teachers, the level of their teaching and the input of their teaching activities have an important influence on achieving the teaching objectives, so the above evaluation contents still need to be solved. Additionally, evaluating the construction status of teaching facilities should be equally important.

### **3. Discussion**

#### **3.1. The realization path of the construction of the ideological and political elementary school physical education curriculum**

##### **3.1.1 Improving the comprehensive quality of elementary school physical education teachers and building a quality teaching team combining full-time and part-time positions**

Teachers, as the main body in the teaching process, directly influence the degree of achievement and realization of teaching goals, so improving the comprehensive quality of elementary school physical education teachers is a necessary prerequisite for promoting the construction of elementary school physical education ideological and political.

In the construction of elementary school physical education, ideological and political, the values of elementary school physical education teachers should be regulated. The political quality of physical education teachers should be improved, the mission and responsibility of physical education teachers should be established, and elementary school, physical education teachers, should be encouraged to continue their education on the job. Simultaneously, physical education teachers should pay attention to relevant national policies promptly. They need to establish the fundamental goal of establishing moral education in teaching, use their learning to influence the establishment of students' ideological and political consciousness in physical education classes. Furthermore, consciously practice the spirit of Chinese sports in daily life, make full use of various physical education activities in and out of classrooms, in and out of school. Finally, integrate different ideological and political resources into physical education through various means, so that physical education courses become the physical education course is an essential carrier of implicit political education.

Expand the teaching team, build a high-quality part-time teaching team with outstanding coaches and athletes as the main body, and regularly deliver lectures inside and outside the classroom and on and off campus to promote the realization of the supply-side reform of sports curriculum thinking and politics.

##### **3.1.2 Fully absorbing the collaborative education mechanism to enhance the core literacy of elementary school students**

The collaborative education mechanism is an important measure to avoid the "island effect" and the "two skins" of ideological and political Education and talent training. What is designed by the physical education curriculum of primary schools is that the organic combination of physical and political education curricula fully absorb the collaborative education mechanism of higher education. Moreover, integrate the spiritual power of political education into every lesson of teachers and every step of students' growth in the "big political thinking" pattern (Wang Xuejian & Shi Yan, 2020).

To solve the communication problem between teachers of different disciplines and sections, we should build a platform for horizontal communication between teachers of different disciplines and sections. Next, vertically to alleviate the differences in parenting concepts caused by the different disciplinary backgrounds, schooling experiences, and ideological values of PE and ideological and political teachers, which leads to the need for

more effective interaction within the same section. To promote the sharing of experiences in teaching ideological and political in the elementary school physical education curriculum, teachers and physical education teachers of all school sections, and to enhance educational equity and teaching articulation (Shi Man et al., 2016). On this basis, a guidance and coordination mechanism is constructed so that the multi-sectoral and multi-level in one multi-level education system forms a complete synergy effect and enhances the transmission of coordinated nurturing concepts layer by layer (Yang Han, 2018).

### **3.1.3 Establishing curriculum objectives and a scientific and comprehensive curriculum evaluation system guided by the dream of a strong sports nation**

The integration of physical education and ideological and political education is gradually improving under the guidance of national policies and General Secretary Xi Jinping. In order to realize the integration of elementary school physical education curriculum and ideological and political education, macroscopically, it is still necessary for the relevant national departments to take the dream of a strong country in sports as the leader, always adhere to the concept of "health first", promote the spirit of Chinese sports, and gradually implement the long-term strategy of promoting the overall development of students' moral, intellectual, physical, aesthetic and labor in practice; microscopically, it is necessary to promote the healthy development of school physical education from At the micro level, it is necessary to effectively promote the healthy development of school sports at the level of teaching management, promote the construction of elementary school physical education curriculum thinking and politics, and establish the physical education curriculum objectives that are acceptable to and can be accomplished by elementary school students (Hu Haixu, Li Bei and Jin Chengping, 2022).

In addition, under the establishment and improvement of the curriculum objectives, a scientific and comprehensive curriculum evaluation system is more important. The curriculum evaluation system is not only for students' learning evaluation but also includes teachers' teaching evaluation.

Students learning evaluation in primary school, their performance in and out of the classroom and out of school is integrated into the curriculum evaluation system so that the evaluation of each semester and each school period can fully reflect the actual situation of students. Appropriately increasing the proportion of moral education assessment in elementary school physical education and enhancing the importance of family, school, and society to students' physical and moral education will help bring into play the synergy of education and promote the health of all people.

Regarding teachers' teaching evaluation, how to accurately reflect teachers' teaching activity input and teaching effect return is the focus of teachers' teaching evaluation construction. In the past, students' evaluation of teachers' teaching level, the ability to handle teaching materials, basic teaching skills, teaching methods, and teaching effects--does not accurately reflect teachers' actual teaching level. As a result, teachers' teaching evaluation still must effectively implement self-evaluation and other evaluations, as well as post-lesson reflection and innovative teaching methods, to make moral education a good lesson. Therefore, the teachers' teaching evaluation should implement self-assessment, post-lesson reflection, innovative teaching methods, and make moral education the fundamental purpose of a good lesson. These can take root and benefit students for life.

### **3.1.4 Reconstructing the content system of physical education courses and combining new teaching modes to make ideological and political education more attractive**

To effectively integrate elementary school physical education curriculum and ideological and political education and promote the overall development of students, First, the objectives, content, implementation, and evaluation of the physical education curriculum should be scientifically designed and integrated. In contrast, the curriculum content, as the main object of student learning, should be reconstructed to better suit students' needs with the integration of physical education curriculum and ideological and political education. Second, special attention should be paid to constructing the Chinese sports spirit module in reconstructing the curriculum content system. The Chinese sports spirit with Chinese characteristics, formed by integrating national spirit and sports spirit, contains the patriotic spirit of winning glory for the country, the fighting spirit of defying the most potent enemy, the collectivist spirit of unity and cooperation, and others.

The innovative teaching mode of "Internet+Physics" has achieved remarkable results in the past research and practice, and various teaching software has emerged. However, there are still some things that could be improved in the integration of different disciplines. The construction of an elementary school physical education course ideological and political can be further processed and refined based on previous research on innovative teaching mode: first, based on the existing foundation, increase the theme board of ideological and political elements and improve the system construction based on the needs of teachers and students; second, promote the application of new-generation information technology in the ideological and political of physical education courses, build virtual reality scenes, enhance students' interest in sports participation, and improve the affinity and infectious power of ideological and political education at the same time.

#### **4. Conclusion**

To establish a course, the concept of an ideological and political elementary school physical education curriculum integrates ideological and political education into the physical education curriculum at the elementary school level. Moreover, it gives full play to the implicit education of the elementary school physical education curriculum, effectively undertakes the dual education of the mind and body of young people, and lays a solid foundation for the individual's overall development. It was implementing the initiative to improve the comprehensive quality of elementary school physical education teachers. It absorbing and transforms the experience of the construction of the thought politics of physical education curriculum in higher education institutions, doing a good job of guiding the dream of a solid sporting nation, reconstructing the content system, updating the teaching model, and improving the curriculum evaluation system. Finally, realize the due meaning of the thought politics of elementary school physical education curriculum.

#### **5. Authors' Note**

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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