

Evaluation of the Implementation Effect of Ideological and Political Education in Physical Education Curriculum Teaching under the Concept of "Three Complete Education"

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Abstract: The four stage teaching of physical education courses combines moral, intellectual, physical, aesthetic, and labor education from different ideological and political perspectives to promote the all-round development of high-level talents. This article aims to evaluate the implementation effect of the "four stage" teaching mode in ideological and political education through case analysis of physical education courses, and provide theoretical reference and practical guidance for the ideological and political construction of physical education courses in universities. The evaluation system for the effectiveness of ideological and political construction in physical education courses covers three primary indicators: student ability improvement, emotional value shaping, and student sense of achievement. It also includes nine secondary indicators: sports behavior, sports cognition, sports skills, unity and cooperation, fighting spirit, emotional identification, integration of ideological and political elements, ideological and political classroom experience, and interest in ideological and political content, as well as 18 tertiary indicators. The research results show that the ideological and political construction effect of physical education courses is good, but it still needs further improvement. Based on the professional characteristics of students, social needs, and the laws of student growth and development, a more comprehensive evaluation framework should be established. Diversified evaluation methods should be adopted to optimize teaching objectives, teaching content, and teaching methods, and enhance the practicality, persistence, and effectiveness of ideological and political education courses.

Keywords: Three Complete Education; Physical education curriculum; Four stage teaching; Course ideology and politics; impact assessment

1. Introduction

In order to meet the development needs of higher education in the new era and emphasize the comprehensive strengthening and improvement of ideological and political work in universities, the Central Committee of the Communist Party of China and the State Council proposed in the "Opinions on Strengthening and Improving Ideological and Political Work in Universities under the New Situation" that every faculty member in universities should undertake the work of educating students, and that ideological and political work should be integrated into the entire process of education and teaching, as well as the growth and development of students, covering all aspects of teaching, scientific research, management, practice, and other aspects of the school[1]. In the context of the new era, the ideological and political construction of physical education courses in universities has become an important way to implement the fundamental task of cultivating morality and talents. In the 1980s, Chen who served as the Secretary of the Party Committee of Tsinghua University, proposed the concept of "putting education first and emphasizing both physical fitness and personality" in physical education. As an important carrier of ideological and political education, physical education courses can not only improve students' physical fitness, but also cultivate their ideological and moral qualities. The four stage teaching of physical education courses provides students with a combination of moral, intellectual, physical, aesthetic, and labor education from different ideological and political perspectives, promoting the all-round development of high-level talents [2]. This paper aims to evaluate the implementation effect of the "four stage" teaching mode in ideological and political

education through case analysis of physical education courses, and provide theoretical reference and practical guidance for the ideological and political construction of physical education courses in universities [3].

2. The ideological and political characteristics of physical education courses

2.1 Characteristics of physical education courses

Physical education curriculum is a process of helping students develop a cognitive understanding of sports through physical exercises and sports activities. Physical education courses are not only about enhancing students' physical fitness, but also about promoting their cognitive and psychological development through physical exercise experiences. During the process of physical education learning, students develop behavioral expressions, cognitive activities, and psychological feelings through practical physical exercises. The "four stage" teaching mode is a unique teaching method in physical education, which divides the physical education curriculum into preparation, beginning, basic, and ending stages, namely preparation stage, implementation stage, consolidation stage, and evaluation stage. This model emphasizes the integration of different ideological and political education elements suitable for each stage, so that moral education and sports knowledge and skills can be specifically reflected in physical education classes [4].

2.2 Advantages of integrating ideological and political education into physical education courses

Mayohan once said, 'Sports are the best tool for cultivating character'. The construction of ideological and political education in physical education courses not only helps to improve students' physical fitness, but also cultivates their sense of social responsibility and collective honor through teamwork, competitive spirit, etc., thus achieving the educational goal of "cultivating morality and talents". The elements of teamwork and perseverance in physical education courses can subtly influence students' ideological qualities. The physical education curriculum emphasizes the combination of theory and practice, emphasizing hands-on and practical skills, which provides a good carrier for ideological and political education. The physical education curriculum contains rich ideological and political education resources, such as typical Olympic champion cases, social hot events, etc., which can serve as materials for ideological and political education, helping students form correct worldviews, life philosophies, and values [5-7]. Physical education courses help students establish a positive attitude, enhance adaptability, and promote healthy growth by cultivating their teamwork skills and willpower. The integration of ideological and political education into physical education courses has significant advantages in promoting students' comprehensive development and enhancing the infectivity of ideological and political education [8]. Therefore, universities need to strengthen the training of physical education teachers, innovate teaching methods, and arrange course content reasonably to achieve effective integration of physical education courses and ideological and political education, and improve the overall teaching quality.

2.3 Advantages of physical education courses and integration into ideological and political education

Physical fitness courses are a type of sports course that combines bodybuilding, strength, and aesthetics, practiced with various body movements accompanied by music. They are characterized by standardized movements and strong sense of rhythm, involving multiple disciplines such as human anatomy, sports training, and sports aesthetics, and have a strong interdisciplinary nature. These courses not only effectively shape and improve students' body shape, enhance physical health, but also help relieve stress, relax the mind and body, and provide students with ways to entertain and relax. In addition, physical education courses also have the function of cultivating students' personality and inner qualities, especially in enhancing self-confidence, temperament, teamwork, and other aspects, with significant effects.

Common physical courses include aerobics, cheerleading, artistic gymnastics, yoga, line dancing, group gymnastics, etc. Each course uses strict and standardized movements and exquisite rhythm training to cultivate students' body coordination, flexibility, and beauty during exercise. Through these courses, students can not only develop strong physical fitness and shape elegant forms, but also improve their aesthetic taste and cultivate a positive attitude towards life through long-term practice. More importantly, these courses have unique advantages in improving self-confidence, expressiveness,

and social skills, helping students to perform more freely and confidently in various situations.

In the teaching process of physical education courses, not only can it cultivate students' good teamwork spirit and enterprising attitude, but it can also enhance students' sense of collective honor and responsibility through collective activities. At the same time, these courses can also help students improve their appreciation of art, expressive body language, and language communication skills. Especially in the context of integrating ideological and political education, physical education courses have become an important carrier. Through collective activities and physical expression, students can feel the influence of collectivism, cooperation spirit, and patriotism, thereby subtly improving their ideological and political qualities. This teaching method that organically integrates ideological and political education with physical education courses not only contributes to the comprehensive development of students' physical and mental health, but also provides strong support for students to establish correct outlooks on life, values, and the world.

3. Exploration and practice of enhancing ideological and political construction in physical education courses

3.1 Clarify teaching objectives

When designing physical education courses, it is necessary to first clarify the teaching objectives of the course, which not only focus on the cultivation of students' physical fitness and basic physical skills, but also emphasize the transmission of correct values and moral character through the course content. These goals should be comprehensive and systematic, meeting the basic requirements of physical education teaching while closely integrating with ideological and political education, forming a positive interaction and mutual promotion. Specifically, physical education courses should help students establish correct worldviews, outlooks on life, and values through diverse forms of exercise and rich teaching content.

Firstly, the curriculum should focus on cultivating students' patriotism. By carrying out sports projects with ethnic characteristics, students can understand the profoundness of Chinese culture, stimulate their national pride and confidence, and promote their profound understanding of the great rejuvenation of the Chinese nation and the responsibilities and missions of each individual. Secondly, physical education courses should strengthen the cultivation of teamwork spirit. In team sports and collective activities, students will experience the importance of cooperation and coordination, and feel the power of teamwork. Through collective action training, collaborative completion of team tasks, and other forms, students can experience that only through teamwork can they achieve better results, thereby cultivating a sense of teamwork and collectivism. In addition, the curriculum should also emphasize the cultivation of students' perseverance and tenacious fighting spirit. In physical education courses, students often face challenging movements or high-intensity training. At this time, teachers can set reasonable training goals to guide students to overcome difficulties and hone their perseverance in not giving up easily and persevering until the end when facing difficulties. Through this process, students can unconsciously enhance their self-regulation ability and develop a positive attitude towards facing difficulties. Finally, physical education courses should also cultivate students' moral qualities and sense of responsibility. Through collective activities and rule training in the course, students will learn to abide by rules, respect others, and care for the collective, thereby cultivating good moral values. This educational method, through the expression of the body, allows students to shape their ideological and moral character unconsciously, ultimately forming a well-rounded person with a sound physique and noble character.

In short, the teaching objective of physical education courses is not only to enable students to have healthy bodies and beautiful forms, but more importantly, to cultivate their core competencies through such courses, so that they can gradually develop correct values and good morals in sports, and become comprehensive talents who can not only undertake social responsibilities but also pursue self-development.

3.2 Ideological and political elements contained in physical courses

In physical education courses, various ideological and political elements can be explored. For example, through the teaching of ethnic fitness dance, integrating ethnic culture and history into the curriculum content can enhance students' cultural confidence and national pride. In addition, through courses such as aerobics and street dance, combined with current political and social hot topics,

students can be guided to pay attention to national affairs, cultivate their sense of social responsibility and collectivism. In physical education courses, games, red songs, and other forms are used to increase the fun of the classroom, stimulate students' interest in learning, and infect students' thinking through competitive spirit and striving consciousness. From the perspective of the "four stage" teaching in physical education courses, the preparation stage stimulates students' interest in learning and enthusiasm for participation through classroom introduction and situational creation, and inspires students' patriotism through the wonderful moments of the Chinese Olympic team. In the implementation phase, we integrate ideological and political education content such as teamwork spirit and fair competition awareness into the teaching process. We are in the consolidation stage, deepening students' understanding and application of ideological and political education content through in class and out of class teaching competitions. In the evaluation stage, the comprehensive evaluation of students' ideological and political education achievements is carried out through the assessment and evaluation system [4].

Integrating ideological and political elements into physical education courses aims to inherit and promote the traditional virtues and spirit of the Chinese nation through sports teaching activities, and cultivate students' etiquette and moral behavior. Therefore, when constructing an evaluation system, special attention should be paid to how to combine ideological and political education with physical training, and the impact of this combination on students' ideological and political literacy.

3.3 Innovative teaching methods

Innovative teaching methods should fully integrate the advantages of explicit and implicit education to ensure the comprehensive development of students' knowledge and morality. Explicit education focuses on direct and clear moral education methods, such as teaching, discussion, case analysis, etc., to help students understand ethical and social responsibility ideas clearly. These methods can be guided by teachers to enable students to have a clear awareness of the correctness of certain behavioral standards and values, helping them establish a correct ideological system. And implicit education naturally infuses ideological and political elements into students' daily activities through subtle influence, cultivating their emotional identification and inner resonance. For example, in sports activities, dance, and other courses, students are consciously guided by values to unconsciously accept and internalize these ideas.

Taking body dance class as an example, teachers can not only focus on teaching dance movements, but also demonstrate the ideological connotations and historical context behind these dances to students by explaining the historical stories and cultural backgrounds behind them. By analyzing different dance cultures, students can gain a deeper understanding of the social significance carried by these art forms, and consciously identify with the values conveyed in them, such as collectivism, struggle, and cultural confidence. In addition, during the teaching process, students not only complete each dance movement through individual efforts, but also perform collectively through teamwork. The construction of teaching teams enables students to no longer work alone in physical education courses. Through mutual interaction and cooperation, they share their ideas and skills, overcome difficulties together, and achieve each stage of learning goals.

In collective learning and practice, students not only improve their personal skills through mutual help, encouragement, and reminders, but also cultivate teamwork spirit and collective consciousness in the process. Through competitions and performances, students' expression ability, stage performance, and aesthetic ability are comprehensively exercised and improved. Meanwhile, in this process, they will gradually cultivate a spirit of hard work, a sense of responsibility, and self-discipline. This combination of teamwork and individual effort not only allows students to make progress in technology, but also enables them to create a creative and artistic performance through collective efforts, cultivating students' sense of collective honor and social responsibility. Ultimately, through this comprehensive course experience, students not only gain skills improvement, but also gain deeper growth and development in their ideological understanding and interpersonal relationships.

3.4 Optimizing teaching design

Combining practical cases and current events in the teaching process can make ideological and political education more vivid and relevant to students' lives [9]. For example, by analyzing touching stories from major sports events both domestically and internationally, students can be guided to understand the importance of the spirit of hard work and teamwork. In addition, relevant teaching

content can be designed in conjunction with national policies and social development needs, so that students can enhance their sense of responsibility towards the country and society while learning sports skills. Physical education is an emotional experience that can guide students through emotional communication and feelings. In physical education courses, teachers can guide students in a timely manner, allowing them to feel emotions such as patriotism, unity and cooperation, courage and resilience in sports activities, thereby enhancing students' emotional experience and emotional cultivation.

The words and actions of teachers in physical education courses have a significant impact on students. Teachers should lead by example, establish a good role model image, and convey correct values and outlook on life through their own behavior. For example, teachers can inspire students to set ambitious goals and strive for excellence by showcasing the classic movements of sports stars and their performances in domestic and international competitions.

3.5 Establish a process based assessment and evaluation system

Establishing a process based assessment and evaluation system is an important means to ensure the effectiveness of ideological and political education in physical education courses. By designing and evaluating each task, not only can it provide timely feedback on students' learning progress, but it can also help teachers better understand students' ideological dynamics and behavioral performance, thereby providing scientific basis for teaching adjustments. Unlike traditional final grades, process assessment focuses on students' efforts, progress, and attitude throughout the entire learning process. It not only assesses students' technical mastery, but also focuses on their moral cultivation, teamwork ability, and thinking and understanding of classroom content. For example, an evaluation form can be designed to comprehensively assess students' motor skills, moral character, and sense of social responsibility [10].

In addition, process assessment should also focus on evaluating students' comprehensive qualities. After each class, teachers can comprehensively evaluate students' learning process through multiple dimensions such as classroom performance, participation in extracurricular activities, and learning attitude. This evaluation method not only helps teachers identify students' weak areas in skill learning, but also enables them to timely discover problems in students' ideological concepts, behavioral habits, and provide personalized guidance and suggestions.

Through this system, students can not only improve their skills, but also receive subtle cultivation in their ideological understanding and values. With the evaluation and feedback at each stage, students continuously strengthen their understanding and recognition of the core ideas of the curriculum during the learning process, gradually forming a positive attitude towards life and a sense of social responsibility. Ultimately, the process based assessment and evaluation system will provide strong guarantees for students' comprehensive development, enabling ideological and political education to truly be implemented in physical education courses.

4. Construction of an evaluation system for the effectiveness of ideological and political education in physical education courses

4.1 Construction of indicator system

In order to fully test the effectiveness of talent cultivation, this article takes students as the main body and constructs a student-centered evaluation system for the ideological and political construction of physical education courses from theoretical, practical, and rational dimensions. It covers three primary indicators: student ability improvement, student emotional value shaping, and student sense of achievement. Among them, the improvement of students' abilities includes three aspects: sports behavior, sports cognition, and sports skills; The shaping of students' emotional values includes three aspects: unity and cooperation, fighting spirit, and emotional identification; The sense of achievement of students includes three aspects: the integration of ideological and political elements, the experience of ideological and political classrooms, and the interest of ideological and political content. There are a total of 9 secondary indicators and 18 tertiary indicators, as is shown in Table 1.

Table 1. Evaluation system for the effectiveness of ideological and political construction in physical education courses

First level indicator	Second level indicator	Third level indicator
Improving students' abilities	Sports behavior	Learning initiative
	Sport cognition	Participation in and out of class activities
		sportsmanship
	Sport skills	Health philosophy
General skills		
Shaping students' emotional values	Unity and cooperation	Specialized skills
		Helping each other
	Fighting spirit	Willing to contribute
		Honesty and trustworthiness
	Emotional identification	Fair competition
		Patriotic feelings
		National sentiment
Student sense of achievement	Integration of ideological and political elements	Classroom questions
		Mid-term examination
	Experience level of ideological and political classroom	Case analysis
		Group discussion
	Interest level of ideological and political content	Group presentation and peer evaluation
		Check in online

This article designs an online survey questionnaire based on the indicators of the evaluation system in Table 1, and distributes the questionnaire to full-time undergraduate first-year and second year students who take elective physical courses at the end of the semester. Each indicator scores from 1 to 5 points, with 1 point indicating "very satisfactory effect", 2 points indicating "unsatisfactory effect", 3 points indicating "average effect", 4 points indicating "good effect", and 5 points indicating "very good effect". The maximum score for this evaluation scale is 90 points, with scores ranging from 0 to 18 indicating poor performance and requiring redesign and adjustment; A score of 19-36 indicates poor performance and requires some design adjustments; A score of 37-54 indicates that the effect is average and needs improvement; A score of 55-69 indicates good results, but there are still areas that need improvement; 70-135 indicates that the teaching effect is very good.

4.2 Analysis of teaching effectiveness evaluation results

The evaluation of the teaching effectiveness of physical education courses includes teacher teaching effectiveness (student ability improvement), student ideological and political quality improvement (student emotional value shaping), and the integration of course content with ideological and political education (student sense of achievement). Through a comprehensive evaluation system, it objectively reflects the actual effectiveness of ideological and political education. The comprehensive score of the ideological and political construction effect of physical education courses is 59.81 points, indicating that the ideological and political construction effect of physical education courses is good and can play a certain role in educating students comprehensively. The improvement of student abilities includes 3 secondary indicators and 6 tertiary indicators, with an average score of 22.40. The shaping of students' emotional value includes 3 secondary indicators and 6 tertiary indicators, with an average score of 19.24. Student sense of achievement includes 3 secondary indicators and 6 tertiary indicators, with an average score of 18.17. This result indicates that the integration of ideological and political education in physical education courses is relatively high, and students have a strong sense of achievement. How to better integrate ideological and political education into physical education courses is a current issue that needs attention, especially in selectively incorporating ideological and political education content based on professional characteristics.

4.3 Teaching strategies for integrating ideological and political education with physical education courses

4.3.1 Innovate curriculum teaching methods to enhance the practicality of ideological and political education in courses

Teachers are student-centered, based on the needs of students' subject development, industry demands, and the laws of students' growth and development, to explore ideological and political elements in the curriculum, innovate teaching methods, and enhance the experiential and interesting aspects of ideological and political education in the curriculum. The "four stage" teaching method of physical education integrates ideological and political education through different ways from the preparation part, starting part, basic part, and ending part, improving the practicality of ideological and political education.

4.3.2 Emphasize the cultivation of students' emotional values and enhance the sustainability of ideological and political education in the curriculum

The physical education curriculum is permeated with unity, cooperation, striving for progress, emotions, etc. In the process of imparting knowledge and skills, it shapes students' outlook on life, worldview, and values, fully exerting the educational effects of sports and ideological and political education. In the teaching process, it is not only important to focus on what to teach and how to teach, but also on what students have learned. Students need to improve their knowledge, skills, emotions, and other aspects, and apply what they have learned in and out of class to themselves. Attention should be paid to students' growth and development, shaping a sound personality, and thus enhancing the sustainability of ideological and political education in the curriculum.

4.3.3 Update the effectiveness evaluation system to enhance the effectiveness of ideological and political education in the curriculum

Following the development of society and the progress of students, the evaluation system for teaching effectiveness still needs to be further improved. This study establishes a comprehensive evaluation framework that covers key components such as course objectives, teaching methods, student engagement, learning outcomes, and teaching feedback. This study uses a combination of qualitative and quantitative methods to collect evaluation data to ensure objectivity and comprehensiveness of the assessment. The evaluation of ideological and political construction in physical education courses should adopt diversified methods, such as questionnaires, interviews, observations, test scores, and analysis of student works. In addition, this study evaluates the ideological and political construction of the curriculum by introducing self-evaluation, student evaluation, and comprehensive evaluation systems, and constructs a multi-level evaluation system. It modifies the indicators and weights of the evaluation system based on the teaching objectives and content of physical education courses, as well as students' professional development. Under the concept of "three complete education", from various perspectives and implementation stages of physical education curriculum, organizational planning and resource allocation should be made in advance, combined with professional and enterprise needs for deep integration and collaborative education, to ensure that future talents not only have solid professional skills, but also good moral and physical literacy, further promote the integration and development of physical education, ideological and political education, and professional education, enhance the effectiveness of curriculum ideological and political education, and improve students' national and cultural confidence.

5. Conclusion

Against the backdrop of the deep integration of the "three complete education" concept into the education system, this study focuses on the evaluation of the effectiveness of ideological and political implementation in physical education curriculum teaching. Through multidimensional analysis and exploration, a series of valuable achievements have been obtained.

During the research process, we constructed a comprehensive and detailed evaluation index system for the effectiveness of ideological and political implementation, covering multiple levels such as students' ideological cognition, moral qualities, value shaping, and behavioral practice. Starting from the perspective of the organic integration of knowledge imparting, ability cultivation, and value guidance, an in-depth analysis has been conducted on teaching content, teaching methods, and teaching environment. In terms of teaching content, ideological and political elements such as perseverance,

teamwork spirit, and correct understanding of beauty are cleverly integrated into physical training movements, dance choreography, and other aspects, so that students can not only improve their physical fitness and artistic cultivation, but also be immersed in ideological and political education.

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