

Research on the Intrinsic Logic and Practical Path of Integrating Ideological and Political Education into College Physical Education Courses: Take Badminton as an Example

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Abstract: The concept of integrating ideological and political education into courses is rich in connotation and has a clear orientation, carrying the core mission of fostering virtue and nurturing talent. Incorporating ideological and political education into college physical education courses is an inevitable choice in response to the modernization of education and the strategy of building a sports power, a key path to fulfilling the fundamental task of fostering virtue and nurturing talent, an internal driving force for improving the quality and efficiency of physical education courses, and a core support for promoting all-round development and healthy growth. Currently, the exploration and integration of ideological and political elements in college physical education teaching are not deep enough, and the educational value of ideological and political education cannot be fully demonstrated. In view of this, it is necessary to clarify the intrinsic connection between ideological and political education and college physical education, conduct in-depth research on how to integrate and implement ideological and political education in college physical education, and propose teaching implementation paths: innovate course design, emphasize ideological and political elements; apply situational teaching, activate physical experience; leverage role models to enhance teaching effectiveness, thereby deepening the effectiveness of physical education in nurturing students, and cultivating students' sense of responsibility and health literacy.

Keywords: Ideological and political education in courses; Badminton teaching; Situational teaching; Role model guidance

1. Introduction

On January 19, 2025, the Central Committee of the Communist Party of China and the State Council issued the "Outline for the Construction of an Education Power (2024-2035)", which proposed to deeply implement quality-oriented education, improve the comprehensive development system covering morality, intelligence, physical fitness, aesthetics, and labor, and accelerate the improvement of deficiencies in physical education, aesthetic education, and labor education. It also emphasized the implementation of the "Health First" education concept and the "Student Physical Fitness Enhancement Plan", requiring that primary and secondary school students engage in at least two hours of comprehensive physical activities each day [1]. Subsequently, on February 27, 2026, the Ministry of Education released the "Guiding Opinions on Comprehensively Promoting the Construction of Healthy Schools", further proposing the "Comprehensive Implementation of the Student Physical Fitness Enhancement Plan" [2]. Against the backdrop of high-quality education development, the construction of a sports power, and a healthy China, organically integrating ideological and political education into college badminton courses is not only a key measure to meet the demands of the times and fulfill the fundamental task of fostering virtue and nurturing talent, but also an important path to enhance the quality and efficiency of physical education and promote the all-round development of students in terms of morality, intelligence, physical fitness, aesthetics, and labor.

At present, although college badminton courses have played a certain role in promoting students' physical and mental development, from the actual situation of classroom teaching, there is a clear problem that the course objectives are overly focused on technical teaching. Teachers tend to concentrate their teaching efforts on the standardization of hitting movements and the training and application of specialized techniques such as footwork, making classroom evaluations and learning content still quantifiable and traditional technical performances. This kind of class setting can

effectively enhance students' athletic abilities, but it inadvertently neglects the development of students' physical fitness, tactical awareness, psychological quality and other aspects, and is also difficult to effectively stimulate students' intrinsic motivation for learning. This has gradually led to a deviation from the educational goal of promoting students' all-round development. Further research reveals that the integration of ideological and political education in college badminton courses is still in the initial exploration stage[3]. In some teaching practices, the presentation of ideological and political education is relatively monotonous, often appearing through explanations or simple prompts, or in an additional and rigid form of indoctrination, lacking necessary connections with the rules awareness, collaborative relationships and competitive situations inherent in badminton. Although students can hear the relevant expressions, they find it difficult to form corresponding understanding and recognition in specific sports experiences. At the same time, the teaching design and evaluation still mainly focus on the achievement of technical skills, lacking corresponding feedback forms for value cognition and behavioral performance. This single evaluation orientation makes the connection between ideological and political value guidance and skills teaching not close enough, affecting the full play of the comprehensive educational function of physical education courses. Based on this, how to explore the inherent logic of integrating ideological and political education into college badminton courses while respecting the laws of physical education and propose practical paths has become an important issue to break through the current teaching predicament and return to the essence of physical education for the purpose of nurturing students. This study will attempt to sort out the inherent logic of the integration of the two and, on this basis, make a preliminary exploration of the relevant practical paths, with the aim of providing certain references for optimizing the teaching of college badminton courses and offering some inspiration for the integration of ideological and political education into other physical education courses.

2. The Importance of Integrating Ideological and Political Education into College Badminton Courses

The values embodied in badminton, such as the sense of rules, the spirit of hard work, teamwork and respect for etiquette, are highly consistent with the core socialist values. Based on this understanding, integrating relevant ideological and political elements into skill teaching, competition practice and evaluation systems can effectively promote the coordinated advancement of value guidance, ability cultivation and knowledge imparting, and facilitate the transformation of physical education from a single skill-oriented approach to a comprehensive education-oriented one, thereby laying a solid foundation for physical education in cultivating new era individuals capable of shouldering the responsibility of national rejuvenation.

2.1 Meeting the Demands of the Times: An Inevitable Choice in Response to the Strategies of Modernizing Education and Building a Strong Sports Nation

Under the background of the new era, both China's sports and education sectors have entered a new stage of high-quality development. At the same time, physical education in schools has been tasked with implementing "high-quality development" and "cultivating new era talents capable of shouldering the responsibility of national rejuvenation". In recent years, the state has successively issued a series of policy documents, providing direction and practical paths for school sports in the new era: from the "Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era" issued by the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council in 2020, to the "Outline for the Construction of an Education Power (2024-2035)" released in 2025, and then to the "Guiding Opinions on Comprehensively Promoting the Construction of Healthy Schools" issued by the Ministry of Education in February 2026, these policy documents have all emphasized the fundamental and strategic position of school physical education at the national level and made systematic arrangements for its reform and development goals, tasks, and implementation paths[4]. This has provided a clear orientation for the development of school physical education curricula as a whole and put forward more comprehensive requirements for its educational functions. Against this backdrop, college physical education courses not only undertake the basic tasks of imparting sports skills and enhancing students' physical fitness, but also gradually assume the function of cultivating sports ethics and providing value guidance. In terms of course content, badminton courses mainly cover hitting techniques, footwork movement, and competitive practice. During the specific teaching process, students need to follow competition rules, engage in offensive and defensive cooperation, and constantly adjust their competitive state. This process objectively

involves multiple elements such as rule awareness, teamwork spirit, and the spirit of striving. These inherent qualities have a certain degree of alignment with the value orientation advocated by course-based ideological and political education, providing a practical basis for the integration of ideological and political elements. Further, if the teaching is limited to the technical level only, although it can improve students' sports skills to a certain extent, it is difficult to fully meet the requirements of the new era's "all-round, all-process, and all-aspect" education. Therefore, based on the educational mission of colleges and universities, taking badminton courses as a carrier, integrating course-based ideological and political education into badminton teaching not only helps students form a more complete cognitive experience of course-based ideological and political education during their participation in sports, but also represents a concrete manifestation of implementing the fundamental task of fostering virtue and nurturing talent and responding to the development requirements of the national education and sports power strategy within the existing teaching framework.

2.2 Deepening value guidance: It is the key path to implementing the fundamental task of fostering virtue and nurturing talent.

Moral education and talent cultivation are the fundamental tasks of education. Ideological and political education in colleges and universities is an important part of the talent cultivation system, and course-based ideological and political education is an important path to integrate the "all-round, all-staff, and all-process" education in colleges and universities and achieve the parallel development of knowledge transmission and value guidance. Physical education with ideological and political elements can inspire students' patriotism and collectivism through sports activities, cultivate their sense of teamwork and competition, and promote their physical and mental health while guiding them to gradually form correct worldviews, outlooks and values. From the perspective of course content, badminton teaching, as an important component of physical education, inherently contains values such as rule awareness, competitive spirit, teamwork, and respect for etiquette, which are highly consistent with the core socialist values. This characteristic of the course provides a certain foundation for value guidance. By organically integrating ideological and political elements into badminton teaching rather than simply adding them, and using sports practice as a carrier, value guidance can gradually shift from single theoretical transmission to experience and perception in specific situations, thereby enhancing students' sense of identity and participation to a certain extent and gradually fostering correct worldviews, outlooks and values.

Further analysis reveals that physical education in colleges and universities plays a fundamental supporting role in the all-round development of students in terms of morality, intelligence, physical fitness, aesthetics, and labor. In shaping healthy values, enhancing physical and mental health, and cultivating willpower, physical education has unique advantages in education. Integrating the concept of ideological and political education throughout the entire process of physical education not only makes ideological and political education more approachable and effective but also responds to the intrinsic requirement of returning physical education to its educational roots to a certain extent. Specifically, in terms of value guidance, it helps students cultivate excellent moral qualities, teamwork spirit, and a hardworking attitude in sports practice, forming positive and enterprising, vigorous and proactive ideological concepts[5]. On the social cultivation level, it can strengthen students' sense of collectivity, organizational discipline, and fair competition awareness, laying a solid foundation for them to establish a sense of social responsibility and adapt to social development. In terms of all-round development, it can not only build students' physical strength but also temper their willpower, stimulate their innovative thinking and practical abilities, and lay a solid foundation for their long-term development and future careers. In conclusion, integrating ideological and political education into college badminton courses not only enhances the function of physical education in value guidance but also provides a relatively specific practical path for implementing the fundamental task of fostering virtue and nurturing talent. It has certain practical significance for enhancing the pertinence and effectiveness of ideological and political education and promoting the all-round development of students.

2.3 Improving Teaching Quality: The Intrinsic Motivation for Enhancing the Quality and Efficiency of Physical Education Courses

The deep integration of ideological and political education with badminton teaching is not only a value-oriented guidance but also an important driving force for improving the quality and efficiency of physical education courses and achieving their intrinsic development. From the perspective of the

current implementation of the curriculum, for a long time, some colleges and universities have tended to focus on skills and training in physical education while neglecting students' overall quality and moral education[6]. The teaching content has been dominated by repetitive technical training, and the assessment methods have been relatively monotonous, making it difficult to fully stimulate students' intrinsic motivation for learning and comprehensive quality improvement. The introduction of ideological and political education in the curriculum has broken the traditional perception that "physical education is only about physical training" at the conceptual level, promoting the transformation of badminton teaching from merely imparting skills to a modern teaching model that integrates "value guidance, knowledge transmission, and ability cultivation". This has injected ideological and humanistic elements into the classroom, fundamentally activating the vitality of the course.

For students, a badminton class that is thought-provoking, warm and full of stories is more attractive and engaging, which helps to enhance their interest in learning and their level of classroom participation. For teachers, the implementation of ideological and political education in the curriculum places higher demands on their teaching design capabilities and comprehensive education awareness, promoting their transformation from merely providing technical guidance to fulfilling the dual role of teaching and nurturing. On this basis, a mutually supportive relationship gradually forms among knowledge imparting, ability cultivation and value guidance, which helps to alleviate the problems of superficiality, formalism and homogeneity existing in traditional physical education, thereby facilitating the shift of the course from focusing solely on skill acquisition to comprehensive development, and achieving the organic unity of teaching quality and comprehensive education. Overall, integrating ideological and political education into badminton courses in colleges and universities helps to improve classroom quality and learning experience within the existing teaching system, and to a certain extent, promotes the improvement of teaching quality and educational effectiveness in physical education courses.

2.4 Promoting Student Development: The Core Support for Comprehensive Development and Healthy Growth

The ideological and political education in badminton courses takes moral education and talent cultivation as its fundamental task, and aims to serve students' lifelong development and the cultivation of a sound personality. It is also an important vehicle for implementing the policy of "five-education integration" and promoting the integration of physical education and teaching. From the perspective of course implementation, badminton teaching mainly focuses on technical training and competition practice[7]. Through rule education, etiquette guidance, and competition participation, students gradually understand the basic requirements of fair competition, respect for opponents, and compliance with norms. This process is not only an important part of physical education learning but also provides specific contexts for the cultivation of sports ethics. Students can easily develop qualities such as self-discipline, trustworthiness, and a sense of responsibility in a subtle and gradual way. Looking at the training level, situations such as doubles cooperation, tactical coordination, and on-the-spot adaptation require students to constantly communicate, collaborate, and adjust strategies. This is not only for improving sports skills but also for training team collaboration, communication and coordination, and pressure management skills in practice. As training deepens, these abilities gradually transform into comprehensive adaptability for society, which is intrinsically consistent with the educational orientation of modern sports courses of "cultivating intelligence and character through sports".

Badminton courses usually start with stimulating interest and acquiring skills, guiding students to establish the concept of "health first", gradually forming a stable lifelong exercise habit, and cultivating a positive and optimistic psychological state through continuous participation. In specific teaching, combining the development history of badminton in China and the examples of athletes winning glory for the country can help enhance students' emotional identification, and to a certain extent, stimulate patriotic feelings and collective consciousness, thereby strengthening their sense of responsibility and mission. Overall, integrating ideological and political education into badminton teaching in colleges and universities is not a simple addition of content, but an extension of functions on the basis of existing teaching. The value of this integration is reflected not only in the aspect of value guidance but also in the process of student development and course implementation. Under the current educational background, such integration helps to better play the role of physical education courses in nurturing students, and represents an overall expansion of the functions of physical education teaching.

3. The Relationship between Curriculum-based Ideological and Political Education and Badminton Teaching in Colleges and Universities

Badminton teaching in colleges and universities has practical significance for implementing the concept of ideological and political education in courses and fulfilling the fundamental task of fostering virtue and nurturing talent. Ideological and political education in courses plays a core leading role and has a value-shaping function in badminton teaching in colleges and universities. The two mutually empower and move in the same direction, jointly promoting the all-round development of college students and the construction of a sports power.

3.1 Badminton teaching in colleges and universities is an important practical carrier for ideological and political education in courses

Physical education is an educational activity mainly carried out through practice. It is not only an important field for moral and character development but also a key carrier for the implementation of ideological and political education in courses[8]. The reason why badminton teaching in colleges and universities has the function of ideological and political education lies in the inherent connection between physical education and character building. As an important approach to implementing the "five-education" policy, physical education conveys values and hones willpower through sports practice, which has gradually become a practical path for talent cultivation in contemporary universities. In terms of course content, badminton teaching encompasses not only technical and tactical training but also teamwork, rule compliance, and the construction of campus sports culture. These elements not only provide physical exercise but also shape students' spirits. They are intertwined in the teaching process and have a practical impact on students' ideological qualities and behavioral habits through continuous sports experiences. It is precisely this feature that makes badminton course teaching an important practical link for the effective implementation of ideological and political education in courses. In college badminton courses, the sport, in its practical form that combines competition and collaboration, promotes value recognition, refines sports ethics, cultivates team spirit, and serves lifelong development, highlighting the unity of physical and moral education.

Therefore, badminton teaching in colleges and universities is an important practical carrier for ideological and political education in the curriculum. No matter how the teaching mode is innovated, the essence of education will not change, the fundamental purpose of cultivating virtue and fostering talent will not change, and the goal of cultivating all-round socialist builders and successors in terms of morality, intelligence, physical fitness, aesthetics, and labor will not change.

The rules awareness, collectivism and the spirit of striving in badminton are highly consistent with the Chinese sports spirit and the core socialist values. Through the organic integration in the teaching process, students' rules awareness, collectivism and resilience can be effectively cultivated, achieving the organic unity of value shaping and skill imparting. As a carrier of ideological and political education in colleges and universities, badminton teaching should leverage its unique advantage of integrating practicality and experience to implement ideological and political education effectively.

3.2 Curriculum-based ideological and political education is the core value guidance in college badminton teaching

The teaching resources of badminton in colleges and universities contain elements of Chinese sports spirit, patriotism, moral norms, and team culture, which imperceptibly influence college students' worldviews, outlooks and values. Therefore, in the process of emphasizing "nurturing individuals through sports" in the new era, college physical education needs to incorporate value guidance into the teaching of sports skills, enabling students to gradually form corresponding value recognition and emotional experiences while participating in sports practices. Specifically, the course-based ideological and political education in badminton teaching, apart from the external constraints of competition rules, also involves the gradual internalization of spiritual qualities such as striving for progress, honesty and friendliness, teamwork, and striving for national glory during the sports process. These spiritual cores are highly consistent with the Chinese sports spirit and play a significant role in value guidance in college talent cultivation.

In specific teaching activities, through the perception, practice and inheritance of the Chinese sports spirit, students can gradually cultivate their comprehensive qualities centered on "value shaping", that is, to form recognition on the basis of understanding and internalize the core socialist values in practice.

In this process of value shaping, by integrating with the ideological and political work of the school, the moral education and spiritual guidance functions of ideological and political courses can be fully exerted, which helps to promote the realization of "integration of physical education and moral education", and cultivate students' emotional identification and value judgment ability towards the Chinese sports spirit, establish their cultural confidence and national pride, and at the same time improve their badminton skills and tactics as well as competition organization capabilities, and form good sports practice, teamwork and rule compliance abilities. At the teaching implementation level, the stories of the Chinese national badminton team's championships, event cases and campus sports cultural activities can be selected, designed and integrated, which not only enriches teaching resources and innovates teaching forms, but also inherits and promotes the Chinese sports spirit. Therefore, from an overall perspective, ideological and political courses in college badminton teaching not only play a role in value guidance, but also to a certain extent influence the development process of students' cognition, emotion and behavior, enabling college students to form a sense of action and responsibility to consciously practice sports ethics and inherit the Chinese sports spirit in sports practice.

3.3 Both are important supports for realizing a sports power and national rejuvenation

The realization of the great rejuvenation of the Chinese nation cannot be achieved without the construction of a sports power and talent cultivation in colleges and universities. The role of sports in the overall development of the country has been increasingly prominent, and the Chinese sports spirit, as a precious spiritual support for the construction of a sports power, has also provided a powerful spiritual for moral education and talent training through sports practice.

From a policy perspective, in recent years, the state has continuously emphasized the significance of integrating physical education with ideological and political education. In 2020, the General Administration of Sport and the Ministry of Education jointly issued the "Opinions on Deepening the Integration of Physical Education and School Education to Promote the Healthy Development of Teenagers", explicitly stating that ideological and political education should be integrated into all aspects of physical education and throughout the entire process of talent cultivation, promoting the coordinated development of cultural studies and physical exercise among teenagers. In 2026, the Ministry of Education issued the "Guiding Opinions on Comprehensively Promoting the Construction of Healthy Schools", further emphasizing the need to deepen the integration of physical education and school education, and to strengthen the integration of physical education with moral, intellectual, aesthetic, and labor education[9]. Starting from physical exercise, it aims to enhance students' physical and mental health. It can be seen that the integration of physical education and ideological and political education is becoming an important path to serve national development goals. At the same time, with China's continuous breakthroughs in international sports competitions, the Chinese sports spirit has been more widely spread, and the spirit of hard work and collectivism it embodies has gradually shown a unique influence in cross-cultural exchanges. Against this backdrop, cultivating students' cultural confidence, national identity, and sports identity is particularly crucial. Specifically, in college badminton teaching, the integration of ideological and political education into the curriculum can be carried out by introducing typical cases of the Chinese badminton team, the athletes' struggle stories, and the patriotic sentiments demonstrated in competitions. These contents can enhance students' emotional experiences and help them gradually understand the profound connotations of the sports spirit in the process of learning techniques and tactics and participating in competitions. Therefore, leading college badminton teaching with ideological and political education helps to promote the shaping of character and emotional cultivation simultaneously in sports practice, enabling students to gradually form a sense of responsibility and value recognition in the process of participating in sports. The combination of physical education and ideological and political education also provides corresponding talent support and practical paths for the construction of a sports power and national rejuvenation.

4. Teaching Strategies and Methods for Integrating Ideological and Political Education into Badminton Instruction

The realization of integrating ideological and political education into badminton teaching lies in transforming value guidance from an "external addition" to an "internal generation". This requires that teaching strategies break away from the traditional linear structure of "explanation - demonstration - practice" in physical education classes and move towards a deep integration of ideological and political elements with the acquisition of sports skills. Innovative course design should be adopted to clarify

ideological and political carriers, situational teaching should be used to activate physical experiences, and the leading role of role models should be leveraged to deepen value recognition.

4.1 Innovate course design and emphasize ideological and political elements

Course design serves as the starting point and basic framework of teaching activities, and its quality largely determines the ultimate effect of integrating ideological and political education into badminton teaching. The integration of ideological and political elements should not be a scattered addition but should be reflected in the overall planning of teaching objectives, content, and evaluation methods. During the course design stage, teachers need to deeply explore the ideological and political resources contained in the course based on its actual situation and organically present them in all teaching links. On the one hand, when compiling the teaching syllabus, the corresponding ideological and political goals for each teaching link should be clearly defined, and requirements such as value guidance and moral cultivation should be integrated throughout. On the other hand, in the selection of teaching content, emphasis should be placed on embodying the core socialist values, guiding students to gradually form correct and stable worldviews, outlooks and values in sports practice. Additionally, current political events or legal education cases can be appropriately extended to make the classroom content more closely related to real-life situations, thereby helping students establish political awareness.

Specifically, the design of innovative courses can be grasped from three aspects. Regarding the principle of goal coordination, the key lies in establishing a practical connection between the badminton skills goals (such as mastering high clear and smash techniques) and ideological and political goals (such as cultivating a spirit of hard work and a sense of rules) during the teaching process, rather than merely maintaining a formal correspondence. This enables students to gradually understand the relevant value connotations as they participate in practice and competition. In terms of content, the principle of content integration does not merely involve the simple combination of teaching modules such as badminton culture, basic techniques, tactical cooperation, and competition rules. Instead, it emphasizes the moderate integration of teaching content in specific contexts, forming connections among different knowledge elements, thereby bringing out the corresponding ideological and political elements and to a certain extent supporting the content system of "one lesson, one ideological and political element". As for the principle of process infiltration, the focus is on integrating ideological and political education into the continuous process of pre-class preview, in-class implementation, and post-class feedback, ensuring that different teaching links are connected rather than being independent. For instance, when teaching the rules of serving, actual penalty scenarios can be used to guide students to understand the relationship between normative awareness and the concept of fairness; in double play cooperation training, through role division and collaborative practice, students can gradually develop a sense of responsibility and trust through repeated cooperation.

4.2 Apply situational teaching to activate embodied experiences

Situational teaching is a commonly used method in ideological and political education within the curriculum, which helps to transform ideological and political elements from the "cognitive level" to the "emotional experience level". From the perspective of the learning process, knowledge is not merely imparted by teachers in a one-way manner, but is actively acquired by learners in specific situations with the assistance of others and by utilizing necessary learning resources through the process of meaning construction. Therefore, introducing situational teaching in physical education helps to integrate abstract value content into concrete practice, enabling students to gain more intuitive experiences during their participation. When applying situational teaching in badminton courses, it is necessary to create relatively realistic learning situations based on the characteristics of the sport, guiding students to develop their athletic abilities and related qualities through learning and practice activities. Generally speaking, this can be achieved through an understanding-based teaching model, where students experience real-life competition scenarios through adapted small-scale competition exercises, thereby stimulating their intrinsic motivation and enhancing their competitive skills. Alternatively, a game-oriented and tactical cooperation teaching model can be adopted; or a practice-oriented, modified exercise, and fun-filled practical situation teaching model can be used, which links the teaching content of physical education classes with regular sports competitions and the culture of sports events. This teaching model focuses on technical and tactical practice that simulates real competition scenarios, with the core being the combination of techniques and tactics, and aims to cultivate students' decision-making abilities in competitions. It takes teaching competitions as the main

thread to achieve teaching goals and promote the comprehensive development of students.

On this basis, integrating ideological and political elements naturally into the scenarios can further enhance its educational role. Specifically: First, some relatively realistic competition scenarios can be designed, such as organizing intra-class competitions or simulated events, allowing students to face victory and defeat in real competitive settings. This direct experience helps to cultivate their ability to handle pressure and their fighting spirit. Second, some familiar classic competition scenarios can be appropriately introduced, such as Lin Dan's championship at the 2008 Beijing Olympics and Chen Yufei's comeback victory at the 2021 Tokyo Olympics, guiding students to appreciate the sense of mission and responsibility demonstrated by athletes in striving for national glory. Third, specific problem scenarios can also be set up, such as handling crucial points or coping with a disadvantaged situation, enabling students to make choices and judgments under pressure and gradually understand the value connotations of rules, fairness, and responsibility in practice.

4.3 Play the Leading Role of Role Models to Enhance Teaching Effectiveness

The exemplary demonstration method is a commonly used approach in ideological and political education and has strong affinity and appeal in physical education. Compared with merely presenting knowledge points, presenting through specific individuals and real experiences is more likely to evoke emotional resonance among students[10]. From this perspective, the goal of ideological and political education in physical education is not merely to observe whether students are well-behaved in class, but more importantly, to gradually transform the spirit of sports into their stable behavioral habits and character traits through practice. Therefore, introducing exemplary figures with demonstrative significance in the teaching process can provide students with a reference for learning.

In the actual implementation, the role of role models should not be limited to merely "telling stories". It is also necessary to incorporate appropriate teaching designs to enable students to form a certain degree of identification on the basis of understanding. For instance, in the context of badminton, representative role models can be selected from different levels to ensure their continuous influence in teaching. First, the integration of typical role models in teaching. During classroom instruction, the growth experiences of athletes like Lin Dan, Lee Chong Wei, and Zhang Ning can be incorporated when teaching relevant techniques. For example, when conducting footwork training, the long-term footwork practice of Lee Chong Wei can be shared to illustrate the relationship between technique formation and long-term accumulation, allowing students to gain a more rational understanding of the training process while grasping the key points of the technique. Second, the demonstration effect of role models around them. Inviting school team members or students with relatively high technical levels to the classroom to demonstrate and assist in teaching can make the class more intuitive. Compared to distant competitive role models, those around them are more accessible and can better stimulate students' desire to imitate and their enthusiasm for participation. Third, the construction of self-role models. Students can be encouraged to document their learning process, such as keeping a simple training log or making periodic self-reflections. "Today, during doubles, I took the initiative to cover the net..." Today, I managed to control my emotions and didn't smash the racket. By focusing on the changes in my technical performance and emotions, when students review their own training process, a positive feedback loop naturally forms, which helps to stimulate intrinsic motivation and makes learning more continuous.

5. Conclusion and Outlook

Integrating ideological and political education into college physical education courses is not only a response to the modernization of education and the strategy of building a sports power, but also a practical path to implement the fundamental task of fostering virtue and nurturing talent. College badminton courses, due to their participatory and interactive nature in sports practice, inherently contain ideological and political elements such as striving for progress, honesty and friendliness, and teamwork. Organically integrating these elements into the curriculum can help transform the course from a single focus on technical training to a comprehensive education model that combines value guidance, ability cultivation, and knowledge imparting, thereby better meeting the requirements of all-round, full-process, and all-aspect education. Therefore, by innovating course design, applying situational teaching, and leveraging the leading role of role models, we can not only improve teaching methods but also promote the transformation of physical education courses from experiential training to connotative development, providing a strong guarantee for implementing the fundamental task of

fostering virtue and nurturing talent and cultivating well-rounded individuals with moral integrity, intelligence, physical fitness, aesthetic appreciation, and labor skills for the times.

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