

Artificial Intelligence + Curriculum Ideological and Political Concepts into the Education Path of Physical Education in Colleges and Universities

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Abstract:

With the acceleration of the modernization process of artificial intelligence education and the reform of educational concepts, curriculum ideological and political education is becoming a new trend in the ideological and political education of contemporary college students. This study focuses on the amalgamation of AI and the principles of curriculum-based ideological and political education within physical education. It examines the current application and requirements of ideological and political concepts in physical education instruction against the backdrop of the artificial intelligence era. The paper puts forth targeted strategies for reform, which encompass modifying the content of physical education, innovating teaching approaches, enhancing the assessment framework, and employing contemporary technological tools. The goal is to augment the efficacy and appeal of ideological and political instruction. At the same time, this paper also provides an empirical reference for the integration of curriculum ideological and political concepts into physical education teaching through practical exploration and reflection. This research is of great significance for improving the overall quality and sense of social responsibility of college students, as well as for cultivating all-round development successors for socialist construction.

Keywords: curriculum ideology and politics; physical education; higher education; artificial intelligence.

INTRODUCTION

In the era of artificial intelligence, as society evolves and transforms, AI, serving as a novel driving force and instrument for the establishment of "comprehensive ideological and political education," can significantly enhance the depth, precision, and advancement of "comprehensive ideological and political education." [1]. The purpose of this paper is to discuss the challenges and opportunities faced by ideological and political education in colleges and universities in the era of artificial intelligence, and how to use artificial intelligence technology to improve the thickness, accuracy and progress of "big ideological and political courses". The research methods mainly include literature analysis, empirical research and case analysis. Through in-depth research, this paper draws the following important conclusions: artificial intelligence technology provides new development opportunities for ideological and political education in colleges and universities, and is helpful to improve the quality and effect of teaching. In view of the current problems in ideological and political education in colleges and universities, combined with artificial intelligence technology, we can explore teaching ideas and practical paths that adapt to the new era [2]. The application of artificial intelligence in ideological and political education is of great significance, which is conducive to cultivating high-quality talents and improving the comprehensive quality of students. The research in this paper has the following significance: it provides a theoretical basis and practical guidance for the reform of ideological and political education in colleges and universities in China, and is helpful to promote the innovation and development of ideological and political education. This paper deeply analyzes the application prospect of artificial intelligence in ideological and political education, and provides a reference for the formulation and implementation of relevant policies. The statement underscored the crucial function of ideological and political instruction in nurturing top-tier talent and enhancing the comprehensive quality of learners, thereby aiding in the progress of China's educational initiatives. In conclusion, based on the background of the era of artificial intelligence, this paper proposes practical reform measures for the current situation of ideological and political education in colleges and universities, aiming to provide useful reference for the development of ideological and political education in colleges and universities in China [3,4].

THE SIGNIFICANCE OF IDEOLOGICAL AND POLITICAL COURSE TEACHING IN COLLEGES AND UNIVERSITIES

The teaching of ideological and political courses in colleges and universities is in line with the teaching objectives and educational programs. Ideological and political courses are an important part of the construction of spiritual civilization and the foundation of university education, and are generally offered in the first year of university, where teachers teach students the correct way of thinking and correct ideological concepts [5]. For our future, the ideological and political literacy of our college students is crucial. Therefore, we should strengthen their ideological and political education so as to promote their all-round development. Ideological and political courses are essential to promote the progress of our society, which can not only cultivate

our moral character, but also help us improve our way of thinking, and cultivate our scientific attitudes, worldviews, and values [6,7].

The impact of education is vital for the triumph of the socialist endeavor. As the upcoming generation of the Chinese nation, university students ought to be imbued with exemplary ideological and political teachings, enabling them to profoundly comprehend the nation's grand design, seize the momentum of contemporary development, feel the heartbeat of the era, anticipate future prospects, and confront impending challenges, thereby fostering a spirit of patriotism.

Ideological and political instruction is crucial for the advancement and progress of the nation and holds a distinguished position within the framework of socialist institutions of higher education. In today's fast-paced society and environment full of temptations, the ideological and political education of college students is particularly important, which can not only help students establish correct values, but also guide them to resist the temptations of the outside world, so as to avoid taking the wrong path [8,9]. Therefore, we should strengthen the ideological and political education of college students, so that they can better understand and grasp their own values, so that they can better control their own lives.

The cornerstone of nurturing individuals is virtue; hence, we must thoroughly enforce the national educational guidelines, carry out the primary mission of character building, and produce comprehensive individuals who excel in morality, intelligence, physical health, aesthetics, and work ethic. University physical education curricula are imbued with substantial ideological and political content, which is instrumental in the cultivation of ethical character through education. Digging deep into the rich ideological and political elements contained in the physical education curriculum itself, and coordinating students' participation awareness, learning attitude, teamwork, enterprising spirit, and willpower quality, etc., not only promoted the docking and integration of physical exercise and physical competition, physical literacy, and sportsmanship, but also deepened the integration of physical education and ideological and political elements [10]. Therefore, it is an important measure to accurately grasp the content of the three ideological and political tasks of college physical education courses, deeply understand the internal relationship between the three ideological and political tasks of college physical education courses, and effectively implement the specific requirements and time nodes of the three ideological and political tasks of college physical education courses, which is an important measure for the in-depth implementation of physical education and education, an important measure to implement the fundamental task of cultivating morality, and an inevitable requirement for building a high-quality talent training system [11].

Current Status of Domestic

In the CNKI database, using "college sports" and "curriculum ideology and politics" as search terms, we discovered that the integration of ideology and politics into college physical education courses has emerged as a focal point in educational reform discourse. The pertinent scholarly inquiries primarily fall into two categories: initially, the function of ideological and political education within the realm of higher education physical education. For example, Huang believes that the integration of ideological and political education into college physical education courses can enhance the patriotism, hard-working ability, collectivist spirit and sense of responsibility of college students, help improve the ideological and political awareness of college students, facilitate the harmonious development of college students' body and mind, and contribute to the cultivation of all-round talents required in the new era. Zhang and Wei argue that the integration of ideology and politics into the sports curriculum of colleges is a contemporary necessity for advancing the development of educational strength, a strategic necessity for fostering the construction of a sports powerhouse, a humanistic necessity for enhancing the worth of sports education, and an intrinsic necessity for refining the physical education curriculum structure. However, they are faced with difficulties such as insufficient ideological and political theoretical foundation and understanding level of the teaching staff of sports colleges, insufficient mining of element resources and innovation of practical paths, insufficient quantitative assessment standards and insufficient teaching evaluation system. The second is the integration path of physical education and ideological and political education in colleges and universities. For example, Yu believes that from the perspective of integration, college physical education courses carry the implicit educational functions of moral concepts, spiritual quality, ideological awareness, etc., which will have a subtle impact on college students, so as to effectively improve the personality of college students and enhance their ideological and political literacy. Xu and Zhang suggest that from the viewpoint of integrated content, in line with the traits of physical education, contemporary university physical education should incorporate the teaching of patriotism, collectivism, mental health education, and other elements. This approach is aimed at enhancing classroom quality and offering college students timely and suitable opportunities for self-realization across various dimensions. Xing From the perspective of the integration path, in order to truly realize the organic integration of university physical education courses and ideological and political education, it is necessary to increase the importance of physical education courses, actively innovate and expand physical education course channels, and

strengthen the construction of physical education culture. At the same time, Zhu believes that the integration of the two not only needs the support and guidance of relevant policies, but also requires physical education teachers to start from the physical education curriculum itself, continuously improve their ideological and political level, update their teaching concepts, actively explore the ideological and political education resources contained in physical education courses, and design university physical education courses based on educating people [12,13].

In summary, domestic studies mainly explore the methods and ways to improve the quality of ideological and political construction of physical education courses in colleges and universities. However, many years of research still remain in theoretical discussions, lacking practical promotion and effect evaluation, which is not conducive to the accurate transformation of theory into practice, nor is it conducive to the improvement of quality in the practice process [14].

Current Status of Foreign

In Western capitalist societies, the equivalent of ideological and political education is found in "moral and ethical instruction," "patriotic training," "education in behavioral standards," and so on. Using the United States as a case study, American moral instruction is intrinsically political, with education being regulated by legal parameters. Educational efforts must align with the country's political orientation and are not permitted to endorse concepts that conflict with the Constitution and the Declaration of Independence. In addition, moral education in the United States also emphasizes the practicality of education and should be closely linked with social life, so that many common things in social life have become important carriers of ideological and political education. As early as 1939, Stanford University set up a course on "moral and ethical education" to study and explore the value of social ethics, self-awareness, the relationship between people and society, and the interpretation of the level of self-awareness. In 1987, Stanford University launched the Ethnic Society Program to further research and practice. Today, 95% of American schools have offered moral or behavioral education courses, with trust, respect, responsibility, fairness, care and public morality as the main content of the curriculum. In the field of sports, most of the relevant foreign studies focus on the role of modern competitive sports in education. For instance, Baron Pierre de Coubertin, a seminal figure in the establishment of modern sports education, places a high value on the role of sports within education. He champions the idea that educational institutions should incorporate physical education into their curriculum to foster attributes such as bravery, patriotism, moral fiber, and a spirit of teamwork in students. The French academic Jean-Marie posits that, from an ideological perspective, sports hold a significant function in the reconfiguration of capitalist social relations on an ideological level. Sports, he suggests, propagate the ideology of the ruling bourgeoisie while disseminating the values espoused by sports institutions. Additionally, Jean-Marie contends that the manifestation of sports within the political economy is quite pronounced, which is evident in the competition among cities vying to host the Olympic Games.

In summary, although there are huge differences in system and culture, ideological and political education occupies an important position in talent training, especially in the West, related education has become an important theoretical basis and practical carrier of national ideological and political education, which provides a useful reference for the construction of ideological and political education in colleges and universities.

PROBLEMS EXISTING IN THE PRACTICE OF IDEOLOGICAL AND POLITICAL TEACHING IN COLLEGES AND UNIVERSITIES

On the basis of inheriting the traditional ideological and political teaching methods, the ideological and political teaching in colleges and universities in the new era tries to introduce some new teaching methods and concepts, such as online teaching, inquiry-based teaching, situational teaching, etc. However, at present, there are still some problems in ideological and political teaching in colleges and universities.

The Teaching Content is too Theoretical

In contemporary ideological and political education within universities, there is a pronounced trend towards an overabundance of theory in the teaching material. The majority of the curriculum consists of theoretical concepts, leading to a deficiency in opportunities for students to gain hands-on experience and practical application during their studies. In some ideological and political courses, theoretical explanation and indoctrination are often emphasized in the teaching process, and the important educational links of emotional guidance and practical revelation are not grasped, which makes it difficult for students to understand and incomplete in the process of understanding and understanding theoretical knowledge [15].

The Instructional Approach is Fairly Straightforward

Despite the introduction of novel efforts to enhance and broaden the pedagogical strategies of ideological and political education in the modern era, the predominant teaching format continues to rely heavily on conventional expository methods of theoretical knowledge, resulting in a lack of significant interest and enthusiasm among students for ideological and political classes. In the process of achieving the teaching goals of colleges and universities, students often feel bored when learning ideological and political courses due to too little exposure to interactive and participatory teaching methods [16].

The Evaluation System is not Perfect

Within the existing teaching assessment framework, there is an overemphasis on students' command of theoretical knowledge and their examination results, while insufficient focus is placed on their actual conduct and societal engagement. This kind of assessment model fails to capture the comprehensive growth of students and does not effectively measure the true impact of ideological and political curriculum education.

The Combination with Information Technology is not Close Enough

Although some colleges and universities have begun to try to use modern means such as science and technology and the Internet to carry out ideological and political teaching, the development of ideological and political teaching in the new era is still in the exploratory stage, and there is still a lack of mature models for how to combine these modern technologies for teaching.

Ideological and Political Courses have not Received Enough Attention in the Curriculum System

Within the academic framework of higher education institutions, the role of ideological and political courses has not received the necessary recognition. Certain vocational and technical subjects, as well as courses focused on job readiness, place an excessive premium on applicability and career preparation. This prioritization results in constraints on the allocation of time and resources for ideological and political courses, subsequently impacting the efficacy of their instruction [17].

THE PRESENT CIRCUMSTANCES AND REQUIREMENTS FOR INTEGRATING IDEOLOGICAL AND POLITICAL PRINCIPLES INTO PHYSICAL EDUCATION INSTRUCTION

In the current physical education teaching, the popularization and application of curriculum ideology and politics are relatively low. Within a multitude of physical education classes focused on skill development and enhancing competition, there is a deficiency in value-oriented mentorship and the cultivation of deeper meaning informed by the ideological and political ethos of the syllabus. This issue predominantly stems from the conventional philosophy and approach of physical education. Historically, physical education classes have been largely viewed as venues for skill acquisition and competitive preparation, with the integration and utilization of ideological and political education within the curriculum frequently overlooked. However, physical education can not only cultivate students' physical fitness, but also carry out personality cultivation and socialization education through teamwork, competition rules, etc., and its importance in moral education, cultivating good social morality and humanistic quality is self-evident. Therefore, the ideological and political concept of curriculum has a large application space and demand in physical education teaching [18].

Physical Education Classes Informed by the Ideological and Political Tenets of the Curriculum can More Effectively Lead Students in Forming Proper Values

The physical education class is not solely about cultivating skills; it also involves imparting moral standards like equitable competition and collaboration, as well as guiding healthy lifestyles. This offers abundant practical content and a solid foundation for the application of ideological and political principles within physical education instruction.

(1) Compliance with sports rules and fair competition: In physical education, whether it is a group competition or an individual competition, the observance of rules is a must. By emphasizing the importance of fair play, teachers can not only enjoy the joy of sports when participating in competitions, but also understand the importance of respecting rules and playing fairly. Through continuous experience and practice, the core values of socialism such as "fairness and justice" have gradually taken root in the hearts of students.

(2) Team activities with cooperative spirit: Team activities in physical education require benign interaction and effective cooperation between students, such as basketball, football and other projects. This not only allows students to exercise their teamwork skills, but also allows them to feel the power of team spirit and understand the importance of the core values of "harmony and unity".

(3) Shaping attitude and resilience: Physical education activities like athletic competitions require substantial energy and perseverance, such as marathon running, short-distance dashes, etc., which require students to have a strong sense of endurance and robustness. During the teaching process, instructors can guide students to grasp and embody the ethos of "perseverance and resilience" through personal challenges, thereby nurturing a correct outlook on life.

(4) Advocate for a healthy and healthy lifestyle: Physical education should not only teach sports skills, but also promote a healthy lifestyle. Teachers should guide students to understand the importance of sports to physical and mental health, so that they can actively participate in physical activities in their daily lives and form good living habits. This will not only boost the physical and mental health of students but also enable them to understand the importance of the fundamental principles of "health and vitality."

Physical Education is an Important Place to Shape Students' Humanistic Qualities

(1) Through cooperation and competition in physical education courses, students are guided to learn how to get along with others and how to deal with cooperation and competition with others. The cultivation of this kind of humanistic quality is an indispensable part of school education.

(2) In the Physical Education programme, students will face a variety of challenges, both physical and psychological. In the midst of challenges, students learn how to persevere, how to face difficulties, and in turn shape their perseverance and confidence. This sharpening of personality is a unique advantage of the physical education program [19].

(3) Successes and setbacks in the physical education curriculum afford students the chance to embrace and value their triumphs. By going through the process of winning and losing, students come to understand the true meaning of victory and the correct approach to dealing with loss, contributing positively to the formation of their life perspective.

(4) In the physical education curriculum, teachers let students experience and understand the spirit of sportsmanship through curriculum design, which is also a kind of humanistic quality cultivation. In the physical education program, students learn about and feel the spirit of sportsmanship, which enhances their understanding of social norms and ethics.

In physical education, students get the chance to engage with peers who come from a variety of backgrounds and experiences, providing them with a window to comprehend and appreciate the world's diversity. Respecting and understanding one another constitutes a form of humanistic teaching within the physical education curriculum.

Physical Education Teaching Guided by the Ideological and Political Concepts of the Curriculum can Provide Students with Opportunities for All-Round Development, as Shown in Figure 1

In educational physical activities, the improvement of motor skills and the improvement of moral literacy can go hand in hand. In this way, students can enhance their social adaptability and provide a well-rounded educational environment.

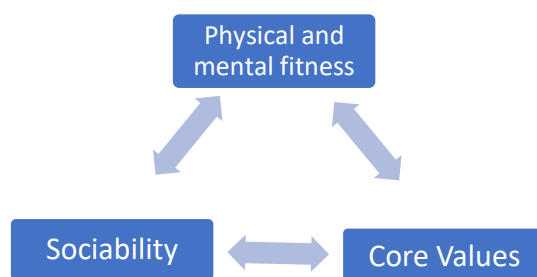


Figure 1. Provide opportunities for all-round development

(1) Improve physical and mental fitness: Physical education can effectively exercise students' physical fitness and improve their physical fitness, as well as improve students' psychological quality, such as tenacious will, positive attitude and determination to be ready to overcome difficulties.

(2) Develop interpersonal skills: Physical activities often require teamwork, and teamwork requires good communication and understanding. In the process, students' interpersonal skills are enhanced.

(3) Promote the core values of socialism: Adding ideological and political elements to physical education, such as fairness, justice, fraternity, unity and other values in the curriculum, will help shape students' world view, outlook on life and values.

THE PATH OF INTEGRATING THE IDEOLOGICAL AND POLITICAL CONCEPT OF THE COURSE INTO THE PHYSICAL EDUCATION TEACHING OF COLLEGES AND UNIVERSITIES

Optimization and Innovation of Teaching Content

The ideological and political principles of the curriculum ought to be an integral component of the physical education syllabus. Within the syllabus, we can introduce elements that examine the societal issues present in sports and steer students toward comprehending the core values of socialism. Furthermore, educators can integrate these topical issues into the lessons to facilitate critical thinking and discussion among students, aiding them in developing an appropriate value system. For instance, when studying football, instructors can elucidate and direct discussions on the game's regulations as well as the values of fairness, equity, and respect that are inherent in the sport. For example, let students understand the importance of respecting their opponents and playing fairly, and cultivate their sense of fair competition. Teachers can also cite hot events, such as some events in the World Cup, and guide students to think deeply about the humanistic spirit and social values embodied in them by explaining various issues worth thinking about in the events. When teaching gymnastics or calisthenics, students can feel the value of perseverance and perseverance, and deepen their understanding of "hard work and self-improvement". At the same time, it is also possible to introduce the successful experience and efforts of gymnasts to encourage students to develop the good qualities of hard work and not being afraid of hardship. When teaching individual sports such as track and field and swimming, teachers can introduce the concept of "people-oriented and all-round development" to encourage students to actively participate in discovering and tapping their own potential. Let students understand that competitive sports are not only the pursuit of fast, high and strong, but more importantly, the pursuit of all-round physical and mental development and health. Let students realize their self-worth in the process of challenging themselves and surpassing themselves. In addition, the physical education course can also set up some theoretical courses on sports history, sports ethics, sports philosophy, sports sociology, etc., through the study of theoretical courses, guide students to understand the connotation and significance of sports more comprehensively and deeply, and improve their political literacy and sense of social responsibility.

Transformation of Instructional Methodology

By leveraging information technology, educators in ideological and political studies can advance the modernization of teaching techniques, such as employing the microlecture format, to enhance the effectiveness and quality of ideological and political education. To facilitate a more potent engagement with ideological and political coursework in higher education, instructors should proactively create an excellent microlecture video and store it in the cloud, enabling students to more readily absorb the information and efficiently accomplish the chapter's learning objectives. Additionally, upon completing the chapter, students have the flexibility to access the microlecture materials for review at their convenience, thereby reinforcing the key concepts learned. This approach not only boosts teaching efficiency but also caters to the individualized demands of instruction.

(1) Focus on the development of physical education instructors: as the primary agents of ideological and political education within the curriculum, physical education teachers must receive adequate consideration in their professional development. It is imperative to enhance the training of physical education teachers in terms of educational philosophy and competence, enabling them to successfully incorporate ideological and political elements into their instruction.

(2) Enhancement of the instructional assessment framework: The assessment framework serves as a crucial tool for advancing the integration of ideological and political education within physical education classes. Emphasis should be placed on fostering students' humanistic traits and sense of societal duty, which ought to be considered a significant criterion for assessing student learning outcomes. This approach ensures that students understand that education encompasses not only the acquisition of technical proficiency but also the enhancement of their comprehensive character and attainments.

(3) Enhance the development of curriculum resources: It is essential to leverage contemporary educational tools like the web and multimedia to create instructional sports videos and visual materials, thereby enhancing the diversity of the curriculum content. At the same time, some excellent sports works and videos can also be used as teaching resources, so that students can understand the spirit of sportsmanship and stimulate thinking while appreciating them.

(4) The effectiveness of off-campus practical courses of ideological and political courses should be assessed and supervised in a timely manner. The specific situation and practical effect of college students' participation in off-campus practical courses of ideological and political courses need to be assessed and supervised by the school in a timely manner. At the end of each semester,

the school may require students to submit their own off-campus practice reports or off-campus practice logs, and supervise students' specific performance in off-campus practice activities by checking the content of the reports and logs, and make objective evaluations. The school can also cooperate with the government work department to fill in the student's practice effect evaluation form when each student finishes the off-campus practice activities, and the evaluation is based on the student's daily performance, ideological awareness, work effectiveness, etc., to make an objective evaluation of the student's specific performance during the practice period of the unit. For the beneficiary groups of college students' extracurricular practice, the form of random sampling questionnaires is adopted to conduct random inquiries and understanding, so as to effectively understand the performance of students in extracurricular practice activities. Through the combination of the above evaluation and assessment mechanisms, the final evaluation results of a college student's performance in off-campus practical courses are finally made, and these assessment results are recorded and retained in the student's student file, so that the future students can be used as a part of the preliminary investigation of enterprises or units when they enter the society [20].

EPILOGUE

Incorporating the ideological and political concept of "Artificial Intelligence + Curriculum" into the physical education curriculum at institutions of higher education is a pivotal mission in contemporary educational endeavors. It also represents a profound comprehension and application of the student-centered educational philosophy. The thorough execution of this initiative is immensely beneficial for enhancing the comprehensive quality and sense of societal duty among university students, as well as for nurturing well-rounded constructors and successors of socialism.

ACKNOWLEDGMENTS

The funding comes from the Guangzhou Huashang College Daoshi project. (2025HSDS03)

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