

# *Research on the Collaborative Education Path of Swimming Pool Life-Saving Courses in Universities under the Concept of Curriculum Civics*

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**Abstract:** Swimming pool lifesaving courses in universities have become an important venue for the effective integration of technical training and political education due to their specific course content and behavioural approach to rescue techniques and techniques. Through literature review and expert interviews, we analyse the current situation of the implementation of the pool lifesaving course in terms of the teaching of pool lifesaving techniques and the integration of the political education in the lifesaving course, from the combination of curriculum innovation and optimisation of the teaching mode of the pool lifesaving course, the use of teaching venues, the use of case-based scenario reproduction teaching methods, and task-driven teaching methods to achieve the technical education and moral education function of the pool lifesaving course.

## **1. Introduction**

The spirit of the National Conference on Ideological and Political Work in Colleges and Universities indicates that the teaching mode reform of "Curriculum Civics" should be vigorously implemented with the aim of "establishing moral education for people", and the traditional "Civics course" should be changed. The reform of the teaching mode of "Curriculum Civics" has been vigorously carried out<sup>[1]</sup>. The universities are gradually exploring the integration of ideological and political education content into the school sports curriculum in a "genetically embedded" way, making sports classroom teaching a means of ideological and political education through explicit and implicit education. Swimming pool life-saving course a technical course, at the same time with social service, should be in the teaching activities infiltration of ideological and political education concept, course content can be through the political, scientific, adaptability of the three aspects reflect the special nature of the course, combined with the characteristics of the project, and other disciplines, different from the way of teaching, through the behavior of teaching methods, and ultimately achieve the purpose of collaborative education.

## **2. The Intrinsic Connection Between Life-Saving Swimming Pool Courses in Universities and Civic Education**

### **2.1. Civic Education is the Inner Soul Support**

In swimming pool lifesaving courses, teachers are required to teach students techniques such as water rescue, water extrication, water towing and Cardio-pulmonary resuscitation (CPR), taking on the responsibility of teaching respect for life and saving lives while teaching the techniques. Therefore, in the teaching process of life-saving courses, teachers should not only focus on the explanation and demonstration of techniques, but also integrate the content modules of life-saving courses with the content of ideological and political education in order to play the role of implicit ideology. For example, in the CPR teaching module, through the scenario of simulating students in society who encounter sudden emergencies and need help, students will show the real state of their heart and reflect the real ideology. The learning and operation of CPR through the course is conducive to cultivating the quality of students learning to care for the community and to help others. The course is designed to incorporate CPR into the teaching content and mode of the swimming pool lifesaving course, so that the teaching of lifesaving expertise and the development of relevant skills can ultimately lead to a value-led and nurturing role.

### **2.2. Case-Based Teaching is an Important Carrier of Moral Education**

According to the relevant literature and data survey most of the universities in the physical education curriculum and the arrangement of the content, most of the physical education course venue is in the playground or stadium on land environment to carry out. Due to the specificity of the swimming pool lifesaving course, firstly the course environment is a combination of land and water, and the premise of the course is to master the basic swimming techniques in the pre-programme "Swimming", and then to link to the swimming pool lifesaving course, which is a survival skill. The life-saving swimming course is not only technical, but also has a social service aspect and conveys a message of love for life and reverence for nature. The life-saving course will enhance students' awareness of safety, self-rescue and avoidance of some risks. Students are equipped with knowledge about safety and protection in swimming pools and waters, thus reducing the number of safety incidents and providing lifelong benefits. In the course of the lesson simulate having a drowning person, based on real cases, simulate different situations of drowning accidents, when equipped with life-saving skills conditions, the behavioural choices made by individuals, more intuitive and realistic reflection of human moral quality and values, but also from a number of aspects to provide the opportunity of Civic Education. By using the swimming pool lifesaving course as a vehicle, combined with a case-based introduction, students can visually and vividly integrate relevant core socialist values, and through the real-life reenactment, experiential learning allows students to be more engaged and receptive.

### **2.3. Consistency in the Goal of "Building Moral Character"**

The teaching objectives of physical education courses in colleges and universities are set with the school's personnel training program and syllabus as a reference guide, and the basic goal is to establish moral education. The objectives of the swimming pool life-saving course are divided into three areas: knowledge, emotion and skills, and the emotional objectives can include the objectives of political education <sup>[2]</sup>. The same fundamental task of the Civic Education is to establish moral education. Therefore, the fundamental task of Civic Education and the teaching objectives of the swimming pool life-saving courses are consistent. This essentially determines the effective way to

combine the teaching of skills with the teaching of values, using the pool lifesaving course as a vehicle.

### **3. College Swimming Pool Life-Saving Courses Civic Education Path**

#### **3.1. Improve the Ideological and Political Literacy of Physical Education Teachers**

In order to ensure the unity of the political and technical nature of sports education, physical education teachers need to be good at exploring and analysing the close relationship between swimming pool lifesaving courses and ideology and politics, through case-based introduction, real-life scenarios simulating situations in society to reflect the real state of students in the learning process, in combination with the technical and social service line characteristics of the discipline, the swimming pool lifesaving courses related to the discipline project Theoretical as well as technical learning is used to enhance and strengthen the political beliefs of students and teachers. At present, many universities in Guangdong Province are faced with a high degree of specialisation among Civic and Political Science teachers, but the expected results in terms of interaction with students due to disciplinary constraints are less than ideal, for physical education teachers are able to have more interactive processes with students in the teaching of technology transfer, but the relevant professional theoretical knowledge in the transfer of Civic and Political thought and values is weaker<sup>[3]</sup>. Therefore, teachers of swimming pool lifesaving courses should first strengthen their own knowledge and understanding of core socialist values, combined with the content of swimming pool lifesaving teaching, understanding the skills required for the relevant occupational positions and the content of the courses taught is able to effectively safeguard the lives of others, even in specific occasions, such as swimming pools or waters to play a key role in "saving lives and reducing casualties". Students will develop a sense of social responsibility, teamwork and a willingness to help others. School authorities should enhance training in how to integrate the teaching of ethics and technical learning in the PE classroom. Encourage physical education teachers to actively explore and refine the inner fit between the courses they teach and Civics, enhance the high level of integration between technical learning and ideological and political awareness and ideology in sports programmes, exchange and learn more about excellent cases, and consciously and purposefully combine with talent training and psychological guidance in the process of teaching sports, so that students can experience life enlightenment and value orientation in this course<sup>[4]</sup>. The course is designed to be life-enriching and value-oriented. In this process the teachers teach a detailed and varied course, with heavy tasks, physical exertion and an unsuitable environment in the venues to set up suitable refresher courses.

#### **3.2. Optimize the Content Design of Swimming Lifesaving Course**

In order to implement the unity of value and knowledge in Civic Education, the pool life-saving course is optimised and innovated in the process of practical research and teaching, theoretically combined with the talent training programme, and optimised in three aspects: political, scientific and applicable design. First of all, it is guided by the socialist thought of the times with Chinese characteristics, organically integrated into the curriculum thinking and politics, promoting the professionalism and professionalism of the glorious labour and valuable skills, striving to build a theoretical paradigm and discourse system with Chinese characteristics, guarding against the influence of wrong political views and ideas, guiding students to establish correct ideological values and strive to become socialist builders and successors with comprehensive development of morality, intelligence, physical fitness and labour<sup>[5]</sup>. Transition from the traditional classroom where the teacher's lecture output is the main focus to the introduction of case-based teaching, real-life

scenario simulations and the development of team learning models. Combining real cases from around the world, role-playing and improving students' classroom learning participation and thinking skills, values must be integrated into the process of imparting technical learning in the process of Civic Education. Physical education courses in colleges and universities are slowly becoming an important forum and an important channel for thinking and political education, and should take on the burden of thinking and political education. Awareness of responsibility, respect for life, discipline and cooperation are embedded in the teaching of life-saving swimming pool courses, which have similarities and differences with contemporary socialist core values. By embedding socialist core values in the curriculum, students will be able to internalise the mainstream values and norms in sport while receiving knowledge and skills, which will have a subtle impact on them. Secondly, the design of the teaching content should reflect the characteristics of the physical education discipline and highlight the professional education characteristics of physical education teachers or lifeguards. It should fully reflect the latest requirements of the relevant job development and dovetail with market demand. In short, the teaching content should be in line with the growth rules and cognitive characteristics of students, adapt to the needs of talent training model innovation and optimisation of the curriculum, highlighting the unity of theory and practice, focusing on real cases and other carriers to constitute the teaching unit modules <sup>[6]</sup>.

### **3.3. Combining the Needs of The Job, Moral Education and Labour Education in Parallel**

In order to implement the constructive and critical unity of Civic Education, in the process of reform and innovation of the practical research lifesaving course, it is important to focus on the continuous integration of innovative elements. For example, the course content is set in conjunction with the vocational requirements of the job, in order to adapt to the social vocational requirements such as swimming instructors, swimming teachers, lifeguards and other professions, through the current employment environment background and job requirements, students are required to master the basic swimming techniques, master certain life-saving skills, and obtain relevant skills certificates before they can be employed <sup>[7]</sup>. Through the innovative approach of integrating the post course, the course can be delivered in collaboration with a certification body to achieve the level of lifeguard certification upon completion of the course. This course can cultivate social responsibility and love in students and establish the right moral values, while cultivating the values of service to society and the glory of labour. Therefore university sport should be conducted with an eye to the integration of innovative elements. In the swimming pool lifeguarding course, students are promoted to an additional point of security in their employment position by taking the national professional lifeguard test and obtaining a lifeguard certificate after completing the basic course content.

### **3.4. Optimize the Teaching Mode with the Concept of "Building Moral Character" As a Guide**

We have a deep understanding and grasp of the spirit of the National Conference on Civic and Political Work in Colleges and Universities, and grasp the connotation of the values of Civic and Political Science in sports courses, such as "self-confidence and self-improvement, defiance of the enemy, perseverance, never giving up, unity and collaboration, patriotism and devotion". Through the sports curriculum, it is proposed to adhere to the Marxist value orientation, establish a curriculum value community of swimming pool lifesaving courses, broaden the paradigm and operation mechanism of the swimming pool lifesaving curriculum, comb the structural logic and practical relationship in the swimming pool lifesaving curriculum, and integrate the ideas of reverence for nature, love of life, social responsibility and commitment in the course of curriculum

practice under the direction of establishing moral education. In the process of collaborative education between swimming pool life-saving courses and Civic Education, it is important to uphold the unity of theory and practice, and the unity of dominance and subjectivity. The author therefore summarises the following four teaching modes to optimise the swimming pool lifesaving course.

### **3.4.1. Task-Driven Teaching Model**

In a task-driven mode, case studies are used to recreate events that have already occurred, especially typical life-saving cases, drowning cases and emergency cases, emphasising the decisions made by the students as learning agents in these situations, the solutions used and the results obtained, and recording the results in class. This will be of great value as a reference point for future situations in which students will be able to make appropriate decisions. Case studies are an important way of acquiring problem solving skills, combining theory and practice to gain proficiency in the basic content of a life-saving course.

### **3.4.2. A Variety of Activities in Parallel with Post, Class, Competition and Enterprise**

In optimising the teaching mode of swimming pool lifesaving classes can be combined with classroom teaching and practice in practice bases, enterprise interviews and other forms to meet the needs of students in different forms and at different levels of exercise. Secondly, team competitions can also be used to promote the learning of professional skills while strengthening team communication and collaboration skills, enhancing team cohesion and improving athletic performance<sup>[8]</sup>. The physical education course itself is characterised by behavioural education, and the swimming pool lifesaving course is divided into theoretical and practical parts, with practical exercises taking up the bulk of the course, so teachers can start team competitions within the class by practising in groups after explaining and demonstrating relevant knowledge and behavioural operations<sup>[9]</sup>. This is a great way of teaching knowledge and developing skills in a silent way. During the teaching period, labour education is extensively carried out through activities such as collecting and distributing equipment by shift duty students, on-the-job practice at the school's training base after school and interviews with corporate lifeguards, so as to cultivate students' labour spirit of hard work, responsibility and service to the public, and to put into practice the ideological labour education concept of cultivating morality through labour and moral education<sup>[10]</sup>.

### **3.4.3. Multiple Evaluation Mode**

In order to implement the unity of the dominant and subjective nature of Civic Education, a reasonable evaluation mechanism can be established in the course learning process, combining process evaluation and formative evaluation, forming self-evaluation, group mutual evaluation, teacher evaluation, and finally teachers and students form an effective feedback mechanism to exchange and feed back information from the classroom in a timely manner. So in the swimming pool life-saving course, a stance in line with socialist values is conveyed through a case-based introduction, a model of cooperative group learning, team competition and mutual evaluation, and finally teacher evaluation. In the teaching process, the teacher should take a leading role in the teaching process, content setting and time control, by mobilising the students' subjective role in order to achieve independent learning and self-education.

#### **3.4.4. Enhancing After-Class Exercises and Heuristic Education**

Indoctrination, as the primary aspect of ideological and political education, must be determined to be dominant. Indoctrination is the principle and purpose of inspiration and inspiration is the form in which indoctrination is achieved. The life-saving swimming pool course will promote the achievement of training objectives through independent post-class reflection and informal discussion formats, by making post-class assignments an integral part of the learning process, consolidating acquired knowledge and skills through practice, achieving basic learning objectives and reinforcing the influence of problem-solving skills development and teamwork on students. The post-class exercises also allow students to test their knowledge and skill proficiency, and to remedy any gaps in their knowledge and skills in preparation for learning new content later in the course.

#### **3.5. Rational Use of Teaching Venues**

The explicit and implicit education of Civic Education has a unified nature. In the swimming pool lifesaving course, the environment of the swimming venue can be optimised by spreading the campus sports culture through slogans, warning signs, functional area divisions, etc. Students in this school can receive explicit ideological education by way of further study in relevant sports courses, such as swimming and swimming pool lifesaving courses, and implicitly disseminate ideological messages in the display of swimming venues. In the Guangzhou Sports Vocational College, for example, the slogan "Exercise scientifically, challenge yourself, break through the limits, surpass yourself" and the slogan "Chanting virtue, good knowledge, seeking truth and diligent learning" in the swimming pool of Guangdong Second Normal College are all examples of implicit education. The slogans in the swimming pools of Guangdong Second Normal College and the slogans in the swimming pools of Guangdong Second Normal College, such as "Chanting virtue, good knowledge, seeking truth and diligence", all reflect the implicit nature of education. The walls or the hallways of the venues display the awards won by students in various competitions, showing the crystallised wisdom of many students and the results of their struggle, as well as the steps of various first aid measures and the use of emergency equipment. If the venue has an LED screen, it can also be used to promote life-saving knowledge through the broadcast of various types of life-saving information, so that students can always feel the culture in the school's sports grounds.

#### **4. Conclusion**

Swimming pool lifesaving course is a technical course, but also in line with the market job search requirements, should be responsible for the ideological and political education, in the process of theoretical knowledge and practical exercises combined with socialist values of Chinese characteristics, the formation of sports technology learning and ideological and political education synergistic education of the linkage mechanism. Through this course, students can improve their social adaptability, enhance their sense of responsibility, promote their sense of solidarity and cooperation, and so on, so that they can have the vocational skills for their jobs and at the same time improve their overall quality and value quality, so as to achieve the educational goal of establishing moral education in higher education.

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