

The Practice Exploration of "Golden Course" of Scientific Research Methods and Thesis Writing in Physical Education with Ideological and Political Elements

Tang Jingen^{1,a}, Yi Yongdan^{1,b,*}, Lei Xia¹, He Jiashan¹, Han Zuxing¹

¹School of Physical Education, Hunan Institute of Science and Technology, Yueyang, 414006, China

^a12002007@hnist.edu.cn, ^b12001005@hnist.edu.cn

*Corresponding author

Keywords: Ideological and political elements; Sports Research Methods and Essay Writing; construction of gold courses; Practical exploration

Abstract: The study aims to explore the integration of ideological and political elements into the "Golden Course" of "Sports Research Methods and Thesis Writing." This integration is designed to foster students' ideological and political awareness along with a sense of social responsibility. The paper delves into aspects such as course design, content, organization, and implementation of practical activities. It also addresses the evaluation of practical activities effectiveness and discusses the challenges faced during implementation, providing solutions for the seamless integration of ideological and political elements. This work serves as a valuable reference for the construction of the "Golden Course" in "Sports Research Methods and Thesis Writing" with integrated ideological and political elements.

1. Introduction

In 2014, the General Secretary put forward the idea of "rejuvenating the country and sports through scientific research," emphasizing the importance of scientific research in the development of sports. Sports scientific research methods and thesis writing are compulsory courses for sports majors, aiming at cultivate students' scientific research ability and thesis writing level. The Notice of the Ministry of Education on Implementing the Spirit of the National Undergraduate Education Conference in the New Era (JGH[2018]No.8) issued by the Ministry of Education in August 2018 mentioned that universities should eliminate "water courses," create "golden courses," and improve the quality of students' graduation essays[1]. However, the traditional curriculum and teaching practices lacks the integration of ideological and political elements, neglecting the ideological and moral education of students and the cultivation of social responsibility. They fail to guide students in establishing a correct world outlook, outlook on life, and values through course teaching. Therefore, addressing how to infuse value education while teaching sports scientific research methods and writing skills, guiding students to integrate their personal ideals with the development of the country and the specific practice of realizing the "sports power dream," and enhancing their

sense of responsibility and mission, becomes an urgent problem to be solved in the construction and practical reform of the current sports scientific research methods and writing "golden course."

In May 2020, the Ministry of Education issued the Guiding Outline of Ideological and Political Construction in Colleges and Universities (referred to as the Outline), which presented clear directions and requirements for promoting ideological and political construction in specialized courses. The "Outline" points out that "it is necessary to vigorously promote the classroom teaching reform aimed at curriculum ideological and political education, sort out the ideological and political education elements and functions contained in professional courses, and integrate them into all aspects of classroom teaching to realize the organic unity of ideological and political education and knowledge system education"[2]. Therefore, using the Outline as the policy basis, we should delve into the ideological and political elements of the "Golden Course" of sports scientific research methods and thesis writing and the deep-seated value of "educating people." Consciously integrating the educational responsibility of "cultivating people by virtue" into each class teaching, the ideological and political elements should become part of classroom teaching practice process. This aims to guide students in establishing and practicing socialist core values, further enhancing the educational function of the "Golden Course" of sports scientific research methods and thesis writing, and building a relatively sound construction.

2. "Exploring the Infusion of Ideological and Political Elements into the 'Golden Course' and 'Physical Education Research Methods and Thesis Writing.'"

Curriculum ideological and political construction involves the educational process of cultivating students' ideological and moral quality and social responsibility through curriculum setting and teaching practice. This process also entails the re-development of professional courses^[3]. Unfortunately, due to the influence of traditional educational concepts, many colleges and universities management departments, teachers, and students have given it less attention^[4]. To address this, the textbook "Sports Research Methods (Third Edition)," edited by Professor Huang Hansheng and published by Higher Education Press, serves as the blueprint. Drawing from the socialist core values and the "Outline of Building a Powerful Sports Country," the ideological and political elements of the "Golden Course" of sports research methods and thesis writing are deeply explored. This integration allows curriculum ideology and politics to become an integral part of the teaching practice of professional courses, enhancing students' ideological and political core literacy and achieving a comprehensive impact.

2.1 Curriculum Design and Content

2.1.1 Integration of Ideological and Political Elements

The civic-political element is considered the most crucial content in physical education curriculum, and its structuring across various types of physical education curricula requires the establishment of a foundation for excavating this element^[3]. To effectively implement the elements of ideology and politics in curricula, there should be a focus on strengthening the top-level design of ideology and politics, along with the formulation of comprehensive curriculum objectives^{[5][6]}. In the course "Sports Research Methods and Thesis Writing," the integration of ideological-Political elements can be achieved through various approaches. Firstly, there is an emphasis on the social responsibility of sports research. This involves highlighting the social significance and responsibility of sports research, helping students recognize that sports research serves not only academic purposes but also contributes to the development of sports and societal progress. Secondly, students are guided to engage in ideological and political education. The course content is designed

to prompt students to contemplate the relationship between sports research and the country development and societal progress, fostering patriotism and a sense of social responsibility. Thirdly, there is an emphasis on the spirit of science and ethics. The course underscores the spirit and ethics of scientific research, guiding students to adhere to the basic principles and ethical norms of scientific research, thereby cultivating both scientific spirit and moral character. Fourthly, the course explores the relationship between sports research and social issues. Through case studies and discussions, students are encouraged to reflect on the connection between sports research and social issues, such as the fairness of sports events and the sustainable development of the sports industry, fostering a sense of social responsibility and critical thinking ability. Lastly, there is an effort to enhance the penetration of core value education. Classroom routines and various teaching links are strategically aligned with core values, allowing students to subtly absorb ideological and political education throughout their learning experience.

Through these approaches, the elements of ideology and politics can be seamlessly integrated into the course "Sports Research Methods and Thesis Writing." This transformation, from a single integration to a comprehensive one, is practically implemented in the specific teaching process. Students, while studying sports research methods and essay writing, not only enhance their understanding and awareness of ideology and politics but also cultivate ideological and political qualities and a sense of social responsibility.

2.1.2 The Setting of Course Content

In the practical exploration of the "Golden Course" of "Sports Research Methods and Essay Writing," integrating elements of ideological and Politics, the design and content of the course should focus on the following aspects: Firstly, determining the course objectives involves defining the cultivation goals, encompassing students' knowledge, abilities, and qualities. Integration of the "people-oriented" and "all-round education" goals of ideological and Political Education is essential^[7]. This includes cultivating students' ideological and moral qualities, social responsibility, and innovative spirit. Secondly, designing the curriculum structure involves arranging the course" structure and content according to its objectives. The course can be divided into theoretical teaching and practical operation. Theoretical teaching covers the basic knowledge of research methods in sports science and thesis writing, while practical operation involves actual scientific research projects and thesis writing practice. Thirdly, integrating elements of ideology and politics within the course content is crucial. Actively promoting the close integration of the "small classroom" of ideological and the "big classroom" of society^[8], introducing vivid social reality into the campus and classroom, and consciously incorporating elements of ideological and Politics are essential. Classic case studies, analysis, discussions, and debates are introduced. For instance, analyzing classic cases guides students to think about the relationship between sports research and social development, fostering a sense of social responsibility. Fourthly, introducing the practical part involves paying attention to practical aspects in course design. Organizing students to participate in scientific research projects and thesis writing practices, including field research, data collection, and experimental design, cultivates practical ability and scientific research and innovation skills. Fifthly, providing personalized learning support entails offering support based on students' diverse needs and interests. Setting up elective courses or social lectures allows students to choose research directions and topics aligned with their interests and specialties, stimulating their enthusiasm for learning and innovation potential.

In conclusion, the curriculum design and content for "Sports Research Methods and Thesis Writing," Integrating Elements of Ideological and Politics, should prioritize cultivating students' scientific research ability and ideological and moral qualities. The combination of theoretical teaching and practical operation guides students to pay attention to the relationship between sports

research and social development, fostering social responsibility and an innovative spirit.

2.2 Organization and Implementation of Practical Activities

2.2.1 Significance of Practical Activity Objectives

The overarching goal of practical activities in the research methods of sports sciences and thesis writing is to enable students to achieve teaching objectives and derive meaningful outcomes. Primarily, these practical activities aim at cultivate students' scientific research and thesis writing abilities. Through engagement in practical activities, students learn and master fundamental methods and skills of sports research, grasp the intricacies of scientific research processes, and enhance their overall scientific research ability. Concurrently, the thesis writing component of practical activities helps to improve their literature review, data analysis, experimental design, and results presentation skills, proving invaluable for future scientific research or further academic pursuits. Secondly, practical activities aim at promote students' ideological education by integrating elements of ideology and politics. This integration encourages students to focus on social issues, fostering a sense of social responsibility and innovative spirit. It contributes to enhancing students' ideological and moral qualities, nurturing social citizenship. Practical activities allow students to deeply understand the social significance and value of sports research, recognizing the vital role of scientific research in advancing societal progress and development. This realization serves to strengthen students' sense of social responsibility and mission. Lastly, the overarching goal of practical activities is to enhance students' comprehensive qualities. By engaging in teamwork, data analysis, experimental design, and other aspects of work, students develop a teamwork spirit, innovative thinking, and problem-solving abilities. Additionally, practical activities improve students' expression and communication skills. Through various forms such as writing theses and academic reports, students enhance their ability to express ideas effectively, fostering self-confidence and independent learning skills.

In summary, the purpose of practical activities is to foster scientific research and paper writing abilities, apply theoretical knowledge in practice to enhance ideological and political education, and comprehensively enhance overall student quality. This holds great significance for students' personal development and future career endeavors.

2.2.2 Specific Organization of Practical Activities

Specific arrangements for practical activities in the "Sports Research Methods and Thesis Writing" course can encompass the following aspects: Firstly, theme determination involves selecting a theme for practical activities aligned with the teaching objectives and content of the course. Specific sports research methods or thesis writing skills, such as literature search, experimental design, or data analysis, can serve as suitable themes. Secondly, group cooperation organization entails dividing students into groups based on class size and the nature of the practical activities. Ensuring a moderate number of students in each group facilitates cooperation and communication among students. Thirdly, practical tasks involve assigning specific tasks to each group, such as simulation experiments, literature reviews, or data analysis. Students are required to apply the scientific research methods and thesis writing skills they've learned in practice. Fourthly, practical guidance assigns a teacher or graduate student as a supervisor for each group. The supervisor guides and counsels students throughout their practical activities, addressing problems and facilitating regular discussions. Fifthly, practice reports require students to document their practical activities, covering the purpose, methodology, results, and discussion. This report-writing exercise encourages students to apply the essay writing skills they've learned in a standardized

manner. Sixthly, practical demonstrations involve arranging presentations by students in various forms like oral presentations, poster presentations, or group discussions. Through these presentations, students showcase their results, learn from each other, and engage in communication to enhance their scientific research abilities and thesis writing skills.

These specific arrangements create an interlinked structure between theoretical teaching and practical activities. Students apply the scientific research methods and thesis writing skills they've learned in practice, integrating elements of ideological and Politics in different forms. Targeted guidance is provided based on the characteristics of teaching targets, fostering students' awareness of social problems and values. This approach cultivates their sense of social responsibility and innovative spirit.

2.3 Evaluation of Practical Activities Effect

2.3.1 Feedback Evaluation of Practical Activities

The feedback evaluation of practical activities can be conducted through various methods: First, employing questionnaire surveys involves designing a questionnaire that covers aspects such as the overall evaluation of activities, organizational arrangements, teaching methods, and teacher performance. This survey allows for the collection of students' comprehensive evaluations and specific suggestions, serving as a valuable reference for activity improvement. Second, facilitating group discussions post-practice activities allows students to share their feelings, experiences, and provide comments and suggestions. Group discussions deepen the understanding of students' cognition and perception of practical activities, helping identify problems and shortcomings. Third, conducting individual interviews involves one-on-one sessions with students to grasp their personal evaluations and feedback on practical activities. Individual interviews offer deeper insights into students' thoughts and feelings, revealing individual problems and needs. Fourth, implementing an exhibition and appraisal of works require students to submit relevant works such as practice reports, papers, and display posters. Through the evaluation of these works, students' understanding and application abilities in practical activities can be assessed. Simultaneously, this method highlights the strengths and identifies areas for improvement in the activities.

Through these feedback evaluation methods, a comprehensive understanding of students' evaluations and feedback on practical activities can be obtained. This information serves as a foundation for further improving and optimizing practical activities. Additionally, these methods play a role in stimulating students' enthusiasm for participation, enhancing their initiative, and fostering a positive attitude toward practical activities.

2.3.2 Impact of Practical Activities

The impact of practical activities can be evaluated across several dimensions. First, considering the academic impact involves assessing whether the outcomes contribute new ideas and methods to the research and practice of related disciplines, fostering the development and progress of these disciplines. This includes determining if students' research results from practical activities gain recognition in academic circles, get published in relevant journals, and attract academic attention and discussion. Second, examining the social impact involves assessing whether the outcomes of practical activities have a positive influence on society. This includes evaluating if the new methods developed by students can be applied to actual sports research and practice, addressing practical problems, and enhancing social benefits. Third, considering the educational impact involves assessing whether the results of practical activities positively impact students' learning and growth. This includes evaluating if the research experience gained through practical activities improves

students' scientific research and innovation abilities, as well as their teamwork and communication skills. Fourth, exploring the impact of innovation involves assessing whether the results of practical activities contribute new ideas and methods for innovation in related fields. This encompasses determining if the theories, technologies, or applications developed by students serve as a reference for innovation in relevant fields.

By systematically evaluating the impact of practical activities, we gain insights into their actual effects and values, providing a foundation for further improvement and optimization. Additionally, this evaluation process stimulates students' enthusiasm for learning and their awareness of innovation, fostering increased participation and enhancing the quality of their involvement in practical activities.

3. The "Golden Course" practice of "Research Methods in Sports Sciences and Thesis Writing™," which Integrates Ideological and Political Elements, Encounters Various Problems and Challenges.

3.1 Difficulties and Challenges in Practical Activities

3.1.1 Promoting Student Participation

The promotion of students' participation represents a significant challenge in the implementation of the "Golden Course" that integrates ideological and political elements into "Sports Research Methods and Thesis Writing." Notably, one crucial attribute of ideological and political education is its practicality^[9]. In practice, students' engagement directly influences their comprehension and mastery of course content, as well as their acceptance and recognition of ideological and political elements. Therefore, enhancing students' participation is pivotal for achieving the goal of seamlessly integrating ideological and political elements. Firstly, elevating students' participation necessitates the creation of a positive learning atmosphere. Teachers can kindle students' interest and initiative by guiding them to actively partake in discussions, ask questions, and share experiences. Group activities can also be organized to foster cooperative learning, enhancing students' sense of participation and belonging. Secondly, attention to individual differences is crucial for improving students' participation. Recognizing that students may differ in their willingness to participate, teachers should employ varied teaching strategies to encourage and guide each student. Providing diverse expression options, such as written assignments, group discussions, and oral speeches, offers students more choices and space for engagement. Moreover, enhancing students' participation requires careful consideration of course content design. Teachers can seamlessly integrate ideological and political elements with sports research methods and Thesis Writing, designing speculative and controversial topics or cases to stimulate students' critical thinking and discussion. Practical cases and problems can also be introduced, allowing students to apply their knowledge to real-world issues, thereby enhancing participation and practical skills. Finally, the guidance and encouragement of teachers are crucial for improving students' participation. Timely feedback and encouragement, coupled with the integration of modern information technologies like online video, WeChat, and TikTok into the teaching process, can stimulate students' motivation and enthusiasm^[10]. Individual communication with students allows teachers to understand their learning needs and challenges, providing targeted guidance and support to overcome obstacles and enhance participation.

In conclusion, improving students' participation is a significant challenge in the practice of the "Golden Course" that integrates ideological and political elements into "Sports Research Methods and Thesis Writing." By fostering a positive learning atmosphere, recognizing individual differences, designing engaging course content, and providing guidance and encouragement, effective

improvement in students' participation can be achieved, aligning with the goal of seamlessly integrating ideological and political elements.

3.1.2 Organizing and Managing Practical Activities

The organization and management of practical activities pose significant challenges to the implementation of the "Golden Course" of "Sports Scientific Research Methods and Thesis Writing," especially when integrating ideological and political elements. Addressing these challenges requires careful coordination of curriculum objectives, ideological and political education goals, and optimization of classroom teaching forms in physical education colleges [11]. Effective organization and management play a pivotal role in promoting students' participation, enhancing the learning impact, and ensuring the seamless progress of practical activities. Firstly, meticulous planning and arrangement are crucial for the organization and management of practical activities. Teachers should develop a comprehensive plan for practical activities, outlining objectives, content, time frames, and resource preparations. Simultaneously, educators must implement effective arrangements and management of facilities and equipment to facilitate students' full utilization of resources for practical learning experiences. Secondly, adequate preparation and resource support are vital aspects of organizing and managing practical activities. Teachers should proactively prepare the necessary teaching resources and materials, ensuring the smooth execution of practical activities. Concurrently, instructors should carefully manage venues and equipment to optimize resource utilization. Furthermore, teamwork and coordination are integral to the organization and management of practical activities. Teachers can establish a cohesive team for practical activities, delineating responsibilities and tasks for each member, fostering collaboration within the team. Regular team meetings and communication channels can facilitate problem-solving and adjustments, ensuring the smooth progress of practical activities. Lastly, attention to risk control and safety is paramount in the organization and management of practical activities. Teachers should proactively prevent and prepare for potential risks and safety issues, prioritizing the personal safety and property safety of students. Providing necessary safety education and guidance enhances students' safety awareness and self-protection ability.

In conclusion, effective organization and management of practical activities pose a significant challenge in implementing the "Golden Course" of "Research Methods in Sports Sciences and Thesis Writing" with integrated ideological and political elements. Through thoughtful planning, preparation, teamwork, risk control, and safety measures, practical activities can be successfully organized and managed, leading to improved student participation and enhanced learning outcomes.

3.2 Difficulties and Solutions in Integrating Ideological and Political Elements

3.2.1 Selection and Integration of Ideological and Political Elements

Teachers are encouraged to incorporate ideological and political aspects into the curriculum by seamlessly integrating sports projects, current social issues, and students' professional characteristics ^[12]. In the context of "Sports Research Methods and Essay Writing," the selection and integration of appropriate ideological and political elements pose important challenges ^[13]. Exploring sports ideology and politics from various dimensions and collecting materials from diverse perspectives are crucial aspects of this process. Several considerations should guide the selection and integration of ideological and political elements. First, elements related to the theme of sports research should be chosen, ensuring alignment with the course focus. Examples include sports ethics, sports spirit, and sports culture. Second, emphasis should be placed on the social responsibility of sports research. Integrating ideological and Politics elements can underscore the

contribution of sports research to societal development and the sense of responsibility sports researchers should uphold. Third, students can be guided to contemplate the values of sports research, beyond the pursuit of scientific truth. Considerations such as justice, equality, health, and harmony can be explored. Fourth, cultivating students' innovative spirit and practical ability is vital. Integration of ideological and Politics elements should prioritize fostering students' innovative thinking and practical skills for proactive and creative engagement in sports research. Fifth, the national strategic significance of sports research should be emphasized. Integrating ideological and political elements can highlight the close relationship between sports scientific research and national development, including enhancements to national competitiveness and the growth of the sports industry.

In summary, flexible adjustments based on course content and students' circumstances are essential when choosing and integrating ideological and political elements. Furthermore, attention should be given to the organic combination of these elements with course content, ensuring their effective role in guiding student thinking and cultivating their overall quality.

3.2.2 Understanding the Integration of Ideological and Political Elements into Practice

The inspiration for integrating the elements of ideology and politics into practice revolve around several key directions. First, it involves strengthening the guiding role of ideology and politics education within the context of "Sports Research Methods and Thesis Writing." By integrating ideological and Politics elements, the practice reinforces the orientation of education, guiding students to contemplate the social responsibility and values inherent in sports research. This process contributes to cultivating students' sense of social responsibility, enabling them to play more effective roles in sports research. Second, the integration cultivates students' innovative spirit and practical ability. The inclusion of ideological elements emphasizes the development of students' innovative thinking and practical skills. Through guided scientific research and innovative projects, students' creativity and practical abilities are stimulated, fostering initiative and creativity in the field of sports research. Third, it underscores the national strategic significance of sports research. Integrating ideology and politics elements emphasizes the strategic importance of sports research, including enhancements to national competitiveness and the development of the sports industry. This emphasis aims to stimulate students' interest and enthusiasm in sports research, heightening their attention to its broader national implications. Fourth, it contributes to the cultivation of students' comprehensive quality. The integration of ideology and politics elements focuses on developing students' comprehensive qualities, such as critical thinking, judgment, and communication abilities. Through activities like discussions, debates, and teamwork, students' overall capabilities are nurtured, enabling them to experience holistic development in sports research. Fifth, it strengthens the effectiveness of practical teaching. The inclusion of ideological and political elements enhances the effectiveness of practical teaching. By merging these elements with practical instruction, students gain a tangible understanding of their importance and practical applications, thereby boosting their enthusiasm and initiative in practical teaching.

In conclusion, the integration of ideology and politics elements serves as a crucial inspiration for the practice of "Sports Research Methods and Thesis Writing." Through thoughtfully selecting and integrating these elements into practice, we can propel the comprehensive development of students' ideological and moral qualities, improve their understanding and appreciation of sports research, nurture their innovative spirit and practical ability, and establish a robust foundation for their future academic research and social engagement.

4. Conclusions

Through the exploration of the practice of "Sports Research Methods and Dissertation Writing," integrating elements of ideology and politics can effectively enhance students' comprehensive quality and ideological-moral level. It plays a crucial role in cultivating their scientific research ability and dissertation writing skills. However, current research on the construction and practice of "Sports Research Methods and Dissertation Writing" with integrated ideological and political elements is relatively limited, requiring further in-depth exploration and improvement. Future research avenues may include teacher training, writing teaching materials, and course evaluation, aiming to enhance the overall quality and effectiveness of constructing the "Golden Course of Scientific Research Methods and Essay Writing in Sports" with elements of ideological and Politics.

Acknowledgments

Fund projects: Hunan Provincial Department of Education Teaching Research and Reform Program

"Integrating ideological and Political Elements in the Construction and Practice of the Golden Class of Sports Research Methods and Essay Writing" (HNJG-2022-0885).

References

- [1] Ministry of Education of the People's Republic of China. "Circular on the Implementation of the Spirit of the Work Conference on Undergraduate Education in National Colleges and Universities in the New Era" [EB/OL]. (2018.08.27) http://www.moe.gov.cn/scsite/A08/57056/201809/120180903_347079.html.
- [2] Ministry of Education of the People's Republic of China. "Circular of the Ministry of Education on the Issuance of the Guideline for the Construction of Higher School Curriculum Ideologicals and Politics" [EB/OL]. (2020-05-28) [2023-02-12]. http://www.gov.cn/zhengce/zhengceku/2020-06/06/content_5517606.html.
- [3] Wang Yu, Zheng Guanjie. "From Passive Adaptation to Active Exploration: The Future Direction of Ideological and Politics Research in Physical Education Programs" [J]. *Journal of Shandong Institute of Physical Education*, 2023, 39(04): 110-118.
- [4] Liu Changxia, Wang Hongling, Dong Cuifang, Li Xu, Cui Weizhen, Yuan Hua. "Exploration and Practice of Student-Centered Elective "Gold Course" in Colloid and Interface Chemistry" [J]. *Chinese Journal of Chemical Education (in Chinese and English)*, 2023, 44(20):36-43.
- [5] Gao Deyi, Zong Aidong. "From Ideological and Political Courses to Course Ideology and Politics: Constructing the Ideological and Political Education Curriculum System of Colleges and Universities from a Strategic Height" [J]. *China Higher Education*, 2017(1): 43-46.
- [6] Dong Cuixiang, Fan Sanming, Li Mengxin, et al. "Problems to be Solved and Implementation Paths of Ideological and Politics Construction in Physical Education Programs" [J]. *Journal of Physical Education*, 2021, 28(02): 65-71.
- [7] Chang Yi, Zhang Shu. "Healthy Sports Soul: A Study on the Turn of the University Physical Education Program towards Ideological and Political Education" [J]. *Sports Culture Guide*, 2018, (06): 136-141.
- [8] Zhang Tianbao. "Adhering to the Principle of "Making People Moral" and Creating a 'Golden Class' of Ideology and Politics with Heart" [J]. *Ideological and Political Teaching*, 2023, (09): 4-7.
- [9] Hu Hongbin. "Curriculum Ideological: From Theoretical Foundation to Institutional Construction" [J]. *Chongqing Higher Education Research*, 2019, 7(1): 112-120.
- [10] Ding Zhenbin. "Exploring the Dimension and Practice of Ideological-Political Construction of Physical Education Programs in Colleges and Universities under the Perspective of Establishing Virtue and Shaping People" [J]. *Teaching Reference of Middle School Politics*, 2023, (34): 95.
- [11] Zhang Yang, Wei Jun. "The Value and Path of the Construction of Curriculum Ideological and Politics in Sports Colleges and Universities under the Perspective of Establishing Virtue and Shaping People" [J]. *Journal of Shenyang Sports University*, 2020, 39(06): 35-40.
- [12] Wang Kun, Chen Guozhuang. "Construction of the Content System and Application of Item Grouping of the Ideological and Political Elements in Public Sports Courses in Colleges and Universities—Taking Shanghai Jiaotong University as an Example" [J]. *Journal of Physical Education*, 2023, (12): 1-7.
- [13] Wang Qingmei, Qian Junwei. "Value, Dilemma, and Optimization Path of Ideological and Politics Construction of Sports Courses in Colleges and Universities in China" [J]. *Sports Culture Guide*, 2023, (06): 97-103.